One Year PG in

M.A. Sanskrit

Learning Outcomes-based Curriculum Framework

Post Graduate - M.A. Sanskrit

2025

University Grants Commission
Bahadur Zafar Marg
New Delhi – 110002

Curriculum Development Committee for M.A. (Sanskrit)

Prof. Rajnish Kumar Mishra,
Chairperson of the Committee and Professor, School of Sanskrit and Indic Studies, JNU, New Delhi. ✉ mishrarajnish@gmail.com
Prof. Ranjit Behera
Dept. of Sanskrit, University of Delhi, Delhi – 110007. ✉ rbehera@sanskrit.du.ac.in
Prof. Subhash Chandra
Professor, Department of Sanskrit, University of Delhi, Delhi-110007
✉ schandra@sanskrit.du.ac.in
Prof. Uma Shankar
Professor, Dept. of Sanskrit, University of Delhi, Delhi - 110007.
✉ umashankarkaswan@gmail.com
Dr. Dhananjaya Kumar Acharya
✉ Associate Professor, Department of Sanskrit, University of Delhi, Delhi-110007
dkacharya@sanskrit.du.ac.in
Dr. Shruti Kant Pandey
Asso. Professor, Sanskrit Dept., Faculty of Arts, University of Delhi, Delhi – 110007.
✉ skpandey@sanskrit.du.ac.in
Dr. Mamta Tripathi,
Assistant Professor, Gargi College, University of Delhi, Delhi,
✉ mamtatripathi.jnu@gmail.com
Dr. T. Mahendar
Convenor of the committee and Asso. Professor, School of Sanskrit and Indic Studies, JNU, New Delhi. ✉ tpmahi@gmail.com

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INTRODUCTION OF THE PROGRAM

The One-Year Master of Arts (M.A.) Programme in Sanskrit is designed in accordance with the **UGC Learning Outcomes-based Curriculum Framework (LOCF-2025)** to provide advanced, structured, and discipline-oriented training in Sanskrit studies. The programme offers a balanced integration of **classical textual scholarship, theoretical understanding, applied methodologies, and contemporary interdisciplinary perspectives** rooted in the Indian Knowledge Systems (IKS).

The curriculum is organized into **Major (Core) Courses** and **Discipline Specific Elective (DSE) Courses**, enabling students to acquire strong foundational competence in essential areas of Sanskrit studies while allowing focused specialization in selected disciplines such as **Veda, Vyākaraṇa, Darśana, Dharmaśāstra, Sāhitya, Itihāsa, Jyotiṣa, Epigraphy, and Computational Linguistics**. The elective structure promotes academic flexibility, intellectual depth, and disciplinary choice. The students is free to select any Elective of their choice.

The programme emphasizes **close textual reading, traditional interpretative techniques (śāstrīya paddhati), critical analysis, comparative approaches, and research orientation**, while simultaneously introducing learners to **modern linguistic theories, manuscript studies, digital humanities, and computational tools** relevant to Sanskrit. By integrating classical scholarship with modern academic frameworks, the programme aims to prepare students for **research, teaching, cultural preservation, translation, policy engagement, and emerging interdisciplinary domains**.

OBJECTIVES OF THE PROGRAM

The One-Year M.A. Sanskrit programme aims to:

1. **Provide advanced disciplinary knowledge** of Sanskrit language, literature, philosophy, and śāstric traditions through intensive study of core texts and theories.

2. **Develop high-level linguistic competence** through systematic training in Vyākaraṇa, Indian Linguistics, phonetics, semantics, and grammatical analysis.

3. **Cultivate textual interpretative skills** using traditional commentarial methods (bhāṣya, ṭīkā, anvaya, nirukti) across Vedic, classical, and post-classical texts.

4. **Introduce students to major streams of Indian intellectual traditions**, including Veda, Darśana, Dharmaśāstra, Sāhitya, and Itihāsa, highlighting their historical development and conceptual frameworks.

5. **Promote aesthetic and literary sensibility** through the study of Sanskrit poetry, poetics, dramaturgy, and literary theory, enabling informed literary criticism and appreciation.

6. **Equip learners with research-oriented skills** such as manuscriptology, palaeography, epigraphy, textual editing, and documentation of cultural heritage.

7. **Introduce contemporary tools and methodologies**, including computational linguistics, digital text processing, corpus studies, and Sanskrit-based language technologies.

8. **Prepare students for academic and professional pathways**, including teaching, research, translation, civil services, cultural institutions, publishing, digital humanities, and policy-oriented roles.

9. **Foster ethical scholarship, critical thinking, academic writing, and lifelong learning**, grounded in Indian epistemological and cultural values.

PROGRAM OUTCOMES

On successful completion of the One-Year M.A. Sanskrit programme, learners will be able to:

1. **Read, comprehend, and critically interpret Sanskrit texts** from Vedic, classical, and later traditions using appropriate śāstric and modern methodologies.
2. **Apply principles of Sanskrit grammar and linguistics** for accurate linguistic, semantic, and syntactic analysis of texts.
3. **Analyze literary and poetic works** using established theories of Indian poetics such as rasa, dhvani, alaṅkāra, rīti, vakrokti, and aucitya.
4. **Demonstrate conceptual clarity in Indian philosophical systems**, including major āstika and nāstika schools, and compare them with Western philosophical traditions.
5. **Interpret Dharmaśāstra texts** in their ethical, legal, social, and historical contexts, and assess their relevance to contemporary discourse.
6. **Engage with historical and cultural sources** through Itihāsa, epigraphy, and manuscript studies, contributing to heritage documentation and preservation.
7. **Employ interdisciplinary and digital tools**, including computational methods, text processing, and linguistic technologies, in Sanskrit research and applications.
8. **Produce research-oriented academic outputs**, such as essays, translations, project reports, and presentations, adhering to scholarly conventions.
9. **Demonstrate professional ethics, cultural sensitivity, and academic integrity** while engaging with India’s intellectual traditions.
10. **Pursue higher research, teaching, and knowledge-based careers**, or apply Sanskrit learning meaningfully in academic, cultural, administrative, and digital domains.

PROGRAM OUTCOME MAPPING FOR MAJOR COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Vedic Saṁhitās and Traditional Methods of Interpretation	✓	✓	✓	✓	✓	✓	✓
Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa	✓	✓	✓	✓	✓	✓	✓
Sanskrit Literary Theory	✓	✓	✓	✓	✓	✓	✓
Introduction to Philosophy	✓	✓	✓	✓	✓	✓	✓
Introduction to Indian Linguistics	✓	✓	✓	✓	✓	✓	✓
Dharmaśāstra Studies	✓	✓	✓	✓	✓	✓	✓
Selections from Sanskrit Poetry	✓	✓	✓	✓	✓	✓	✓
Palaeography and Manuscriptology	✓	✓	✓	✓	✓	✓	✓

PROGRAM OUTCOME MAPPING FOR DSE COURSES

Course Name	Rootedness	IKS	Futuristic	Employability	Value, Skill and Multidisciplinary	Disciplinary Knowledge	Difficulty Level
Veda							
Sāmaveda, Atharvaveda & Vaidika Chanda	✓	✓	✓	✓	✓	✓	✓
Yajurveda & Vājasaneyiprātiśākhya	✓	✓	✓	✓	✓	✓	✓
Ṛgveda, Aitareyabrāhmaṇa & Pāraskaragṛhyasūtra	✓	✓	✓	✓	✓	✓	✓
Nirukta and Bhāradwāja Śrautasūtra	✓	✓	✓	✓	✓	✓	✓
Vedavyākhyā and Surveys on Vedic Commentaries	✓	✓	✓	✓	✓	✓	✓
Ṛgvedaprātiśākhya and Paṇiniyaśikṣā	✓	✓	✓	✓	✓	✓	✓
Philosophy							
Philosophy of Upaniṣads	✓	✓	✓	✓	✓	✓	✓
Pratyabhijñā of Kshemaraja - Text and Tradition	✓	✓	✓	✓	✓	✓	✓
Yogasūtra of Patanjali	✓	✓	✓	✓	✓	✓	✓
Vedāntasāra of Sadānanda	✓	✓	✓	✓	✓	✓	✓
Introduction to Sarvadarśanasaṃgraha	✓	✓	✓	✓	✓	✓	✓
Contemporary Indian Philosophy	✓	✓	✓	✓	✓	✓	✓
Sahityam							
Sanskrit Prose Literature	✓	✓	✓	✓	✓	✓	✓
Sanskrit Drama Literature	✓	✓	✓	✓	✓	✓	✓
Kāvyaprakāśa	✓	✓	✓	✓	✓	✓	✓
Nāṭyaśāstra: Text, Theory, Forms, and Practice	✓	✓	✓	✓	✓	✓	✓
Dhvanyāloka with Locana	✓	✓	✓	✓	✓	✓	✓
Kāvyamīmāṁsā of Rājaśekhara	✓	✓	✓	✓	✓	✓	✓
Vyakaranam							
Grammar: Laghusiddhāntakaumudī	✓	✓	✓	✓	✓	✓	✓
Sanskrit Grammatical Tradition	✓	✓	✓	✓	✓	✓	✓
Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa	✓	✓	✓	✓	✓	✓	✓
Siddhāntakaumudī Tiṅanta and Prakriya	✓	✓	✓	✓	✓	✓	✓
Siddhāntakaumudī Kṛdanta and Samāsa	✓	✓	✓	✓	✓	✓	✓

Vākyapadīya Kāraka Samuddeśa & Siddhāntakaumudī Kāraka Prakaraṇa	✓	✓	✓	✓	✓	✓	✓
Dharmashastram							
Individual and Social Overview of Dharma	✓	✓	✓	✓	✓	✓	✓
Āpastambadharmasūtra and Gautamadharmasūtra	✓	✓	✓	✓	✓	✓	✓
Manusmṛti and Yājñavalkyasmṛiti	✓	✓	✓	✓	✓	✓	✓
Rāmāyana and Mahābhārata	✓	✓	✓	✓	✓	✓	✓
Shukranīti and Arthashāstra	✓	✓	✓	✓	✓	✓	✓
Pāraskaragṛhyasūtra and Sanskārvidhi	✓	✓	✓	✓	✓	✓	✓
Puranetihasa							
Rājataraṅgiṇī	✓	✓	✓	✓	✓	✓	✓
Itihāsa-Purāṇa Paramparā	✓	✓	✓	✓	✓	✓	✓
Purāṇetihāsa: Ārṣakāvya Rāmāyaṇa	✓	✓	✓	✓	✓	✓	✓
Purāṇetihāsa: Ārṣakāvya Mahābhārata	✓	✓	✓	✓	✓	✓	✓
Studies in Viṣṇupurāṇa	✓	✓	✓	✓	✓	✓	✓
Studies in Śivapurāṇa	✓	✓	✓	✓	✓	✓	✓
Jyotisham							
Survey of Indian Astronomy	✓	✓	✓	✓	✓	✓	✓
Laghupārāśarī and Madhyapārāśarī	✓	✓	✓	✓	✓	✓	✓
Jātakālaṃkāra	✓	✓	✓	✓	✓	✓	✓
Bhāratīya Kuṇḍalī Vijñāna	✓	✓	✓	✓	✓	✓	✓
Basic Principals of Vāstuśāstra	✓	✓	✓	✓	✓	✓	✓
Muhūrtta Mārtanda	✓	✓	✓	✓	✓	✓	✓
Epigraphy							
Epigraphy and Numismatics	✓	✓	✓	✓	✓	✓	✓
Decipherment of Brahmi Inscriptions	✓	✓	✓	✓	✓	✓	✓
Inscriptions of Post-Mauryan Period	✓	✓	✓	✓	✓	✓	✓
Edicts of Ashoka Period	✓	✓	✓	✓	✓	✓	✓
Inscriptions of Gupta Period	✓	✓	✓	✓	✓	✓	✓
Inscriptions of Post-Gupta Period	✓	✓	✓	✓	✓	✓	✓
Computational Linguistics							
Text Processing for Sanskrit Corpora	✓	✓	✓	✓	✓	✓	✓
Basics of Web Development for Sanskrit Tools	✓	✓	✓	✓	✓	✓	✓

Introduction to Python Programming for Sanskrit-1	✓	✓	✓	✓	✓	✓	✓
Phonetics and Speech Technology Research	✓	✓	✓	✓	✓	✓	✓
Information Retrieval and Concept Mining in Sanskrit	✓	✓	✓	✓	✓	✓	✓
Computational Modeling of Pāṇini's Aṣṭādhyāyī	✓	✓	✓	✓	✓	✓	✓

POOL OF MAJOR COURSES

S.No.		Course	Credits	Difficulty Level
1.	Semester - I Major Courses	Major 1.1: Vedic Saṁhitās and Traditional Methods of Interpretation	4	600-699
2.		Major 1.2: Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa	4	600-699
3.		Major 1.3: Sanskrit Literary Theory	4	600-699
4.		Major 1.4: Introduction to Philosophy	4	600-699
5.	Semester - II Major Courses	Major 2.1: Introduction to Indian Linguistics	4	600-699
6.		Major 2.2: Dharmaśāstra Studies	4	600-699
7.		Major 2.3: Selections from Sanskrit Poetry	4	600-699
8.		Major 2.4: Palaeography and Manuscriptology	4	600-699

POOL OF DSE COURSES

S.No.		Course	Credits	Difficulty Level
Veda				
1	Semester - I DSE Courses	DSE 1.A.1: Sāmaveda, Atharvaveda & Vaidika Chanda	4	600-699
2		DSE 1.A.2: Yajurveda & Vājasaneyiprātiśākhya	4	600-699
3		DSE 1.A.3: Ṛgveda, Aitareyabrāhmaṇa & Pāraskaragṛhyasūtra	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Nirukta and Bhāradwāja Śrautasūtra	4	600-699
5		DSE 2.A.2: Vedavyākhyā and Surveys on Vedic Commentaries	4	600-699
6		DSE 2.A.3: Ṛgvedaprātiśākhya and Paṇiniyaśikṣā	4	600-699
Philosophy				
1	Semester - I DSE Courses	DSE 1.A.1: Philosophy of Upaniṣads	4	600-699
2		DSE 1.A.2: Pratyabhijñā of Kshemaraja - Text and Tradition	4	600-699
3		DSE 1.A.3: Yogasūtra of Patanjali	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Vedāntasāra of Sadānanda	4	600-699
5		DSE 2.A.2: Introduction to Sarvadarśanasaṃgraha	4	600-699
6		DSE 2.A.3: Contemporary Indian Philosophy	4	600-699
Sahityam				
1	Semester - I DSE Courses	DSE 1.A.1: Sanskrit Prose Literature	4	600-699
2		DSE 1.A.2: Sanskrit Drama Literature	4	600-699
3		DSE 1.A.3: Kāvyaprakāśa	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Nāṭyaśāstra: Text, Theory, Forms, and Practice	4	600-699
5		DSE 2.A.2: Dhvanyāloka with Locana	4	600-699
6		DSE 2.A.3: Kāvyamīmāṁsā of Rājaśekhara	4	600-699
Vyakaranam				
1	Semester - I DSE Courses	DSE 1.A.1: Grammar: Laghusiddhāntakaumudī	4	600-699
2		DSE 1.A.2: Sanskrit Grammatical Tradition	4	600-699
3		DSE 1.A.3: Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Siddhāntakaumudī Tiṅanta and Prakriya	4	600-699
5		DSE 2.A.2: Siddhāntakaumudī Kṛdanta and Samāsa	4	600-699
6		DSE 2.A.3: Vākyapadīya Kāraka Samuddeśa & Siddhāntakaumudī Kāraka Prakaraṇa	4	600-699
Dharmashastram				
1	Semester - I DSE Courses	DSE 1.A.1: Individual and Social Overview of Dharma	4	600-699
2		DSE 1.A.2: Āpastambadharmasūtra and Gautamadharmasūtra	4	600-699
3		DSE 1.A.3: Manusmṛti and Yājñavalkyasmṛiti	4	600-699

4	Semester - II DSE Courses	DSE 2.A.1: Rāmāyana and Mahābhārata	4	600-699
5		DSE 2.A.2: Shukranīti and Arthashāstra	4	600-699
6		DSE 2.A.3: Pāraskaragṛhyasūtra and Sanskārvidhi	4	600-699
Puranetihasa				
1	Semester - I DSE Courses	DSE 1.A.1: Rājataraṅgiṇī	4	600-699
2		DSE 1.A.2: Itihāsa-Purāṇa Paramparā	4	600-699
3		DSE 1.A.3: Purāṇetihāsa: Ārṣakāvya Rāmāyaṇa	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Purāṇetihāsa: Ārṣakāvya Mahābhārata	4	600-699
5		DSE 2.A.2: Studies in Viṣṇupurāṇa	4	600-699
6		DSE 2.A.3: Studies in Śivapurāṇa	4	600-699
Jyotisham				
1	Semester - I DSE Courses	DSE 1.A.1: Survey of Indian Astronomy	4	600-699
2		DSE 1.A.2: Laghupārāśarī and Madhyapārāśarī	4	600-699
3		DSE 1.A.3: Jātakālaṃkāra	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Bhāratīya Kuṇḍalī Vijñāna	4	600-699
5		DSE 2.A.2: Basic Principals of Vāstuśāstra	4	600-699
6		DSE 2.A.3: Muhūrtta Mārtanda	4	600-699
Epigraphy				
1	Semester - I DSE Courses	DSE 1.A.1: Epigraphy and Numismatics	4	600-699
2		DSE 1.A.2: Decipherment of Brahmi Inscriptions	4	600-699
3		DSE 1.A.3: Inscriptions of Post-Mauryan Period	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Edicts of Ashoka Period	4	600-699
5		DSE 2.A.2: Inscriptions of Gupta Period	4	600-699
6		DSE 2.A.3: Inscriptions of Post-Gupta Period	4	600-699
Computational Linguistics				
1	Semester - I DSE Courses	DSE 1.A.1: Text Processing for Sanskrit Corpora	4	600-699
2		DSE 1.A.2: Basics of Web Development for Sanskrit Tools	4	600-699
3		DSE 1.A.3: Introduction to Python Programming for Sanskrit-1	4	600-699
4	Semester - II DSE Courses	DSE 2.A.1: Phonetics and Speech Technology Research	4	600-699
5		DSE 2.A.2: Information Retrieval and Concept Mining in Sanskrit	4	600-699
6		DSE 2.A.3: Computational Modeling of Pāṇini's Aṣṭādhyāyī	4	600-699

MAJOR COURSES

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

Major 1.1: Vedic Saṁhitās and Traditional Methods of Interpretation

Course Objectives:

1. Acquainting student with the content-outline of Vaidika Samhitas and Nirukata.
2. Enabling them to chant Vedic hymns in their course with proper intonation.
3. Developing students' skill to write sentence-form i.e. Anvaya of the mantras in the course.
4. Providing them with the simple and bookish else Bhashyagata meaning of the mantras.
5. Practicing components of Vedic grammar for deciphering meanings of Vedic texts.
6. Studying selected portions of Nirukta to understand Vedic etymological science and uniqueness of Vedic language.

Learning outcomes:

After the completion of the course, the students will:

1. This knowledge for exploring other Vedic texts.
2. Chant Vedic hymns with proper intonation,
3. Write sentence form or anvaya of Vedic hymns in the course.
4. Explain meaning of the Vedic verses according to some famous commentaries of ancient and modern commentators.
5. Elucidate Vedic terminology through the application of grammatical maxims.
6. Appreciate the role of Nirukta for understanding the essence of Vedic verses through application of Nirukti or etymology.
7. Be able to explain the relevance of the Vedic knowledge in the modern context.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.1	Vedic Saṁhitās and Traditional Methods of Interpretation	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Rgveda
  - 2.12 (Indra)
  - 3.33 (Vishvamitra Nadi)
  - 10.71 (Jnanam)
  - 10.90 (Purusa)
  - 10.129 (Nasadiya)
- Yajurveda - Adhyaya 36
- Athrvaveda - 11.53

Unit II Vaidika Vyakarana. **Credit 1**

- Sandhi.
- Shabdarupa.
- Dhaturupa.
- Tumarthaka Pratyaya.
- Tvarthaka Pratyaya.
- Vaidika Svara.
- Padapatha.
- Svarartha.
- Sambandh & Vaidika Vyatya.

Unit III Nirukta (Chapter-1 **Credit 1**

- Chaturvidha Pada Vibhajana.
- Namakhyata.
- Shadbhavavikara.
- Shabda-nityanityatva-vichara.
- Meaningfulness of Mantras.
- Nama, Akhyata, Upasarga.
- Nirukta Prayojana, Nirvachana Siddhanta etc.

Unit IV **Credit 1**

- **Nirukta Chapter – 2** (Etymologies only)
- **Nirukta Chapter – 7**
  - Trividha Mantra.
  - Mantrabhipraya.
  - Anadistadaivatamantra.
  - Tisra Devata.
  - Vaidika Chhanda.
  - Agni, Jatavedas & Vaiswanara.

Essential/Recommended Readings/Texts:

1. शर्मा, न. (Ed.). (1933–1951), *ऋग्वेद: सायण-भाष्य-सहित, भाग 1–5*, वैदिक संशोधन मंडल।
2. Macdonell, A. A. (1960). *A Vedic reader for students*. Oxford University Press.
3. विश्वबन्धु (Ed.). (1962). *अथर्ववेदसंहिता: सायणभाष्यसहित*, विश्वेश्वरानन्द-वैदिक शोध संस्थान।
4. हरिदत्त शास्त्री (Ed.). (1968). *ऋक्सूक्तसंग्रह* [Riksuktasangraha]. साहित्य भंडार।
5. लक्ष्मणसरूप (Ed.). (1982), *निरुक्त: यास्क, टीकाद्वय-सहित, भाग I–II,* दिल्ली।
6. Winternitz, M. (1988). *History of Indian literature* (Vol. 1, Pt. 1–2; V. S. Sharma, Trans.). M.L.B.D.
7. मिश्र, र. (Ed.). (1913–1914). *यजुर्वेदसंहिता (वाजसनेयिसंहिता) उव्वटमहीधरभाष्यसहित*, चौखम्बा विद्याभवन।

8. योगी, स., & अरोड़ा, व. म., (2002), *वेदसमुल्लास*. चौखम्बा पब्लिशर्स।
9. पाण्डे, उ. (2003), *वैदिक व्याकरण,* चौखम्बा विद्याभवन।
10. गुप्ता, प., (2004), *वेदवल्लरी* ईस्टर्न बुक लिकर्स।

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 1.2: Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa

Course Objectives:

1. To introduce students to the fundamental sañjñās and paribhāṣās of Pāṇinian grammar as presented in *Siddhāntakaumudī*.
2. To develop an advanced understanding of the Sanskrit derivational process (prakriyā) through systematic study of grammatical rules.
3. To train students in the application of interpretive principles and metarules governing grammatical operations.
4. To enable students to analyze and explain the structure and logic of Sanskrit verbal and nominal derivations.

Learning outcomes:

After the completion of the course, the students will:

1. Be able to interpret the Sūtras of the relevant portions of the text
2. Be able to understand important application of interpretive rules and concepts such as -the
3. Concept of Vipratiṣ edheparaṁ kārya, general & exception rules (utsargāpavāda vyavasthā), Metarules (Paribhāṣ ā) in the derivational process.
4. Be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
5. Be able to explain the derivational process of the Sanskrit verbal paradigms.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.2	Siddhāntakaumudī: Sañjñā and Paribhāṣā Prakaraṇa	04	0	0	04

Details of Course:

Unit I Siddhāntakaumudī: Sañjñā Prakaraṇa. — **Credit 1**

Unit II Siddhāntakaumudī: Sañjñā Prakaraṇa. — **Credit 1**

Unit III Siddhāntakaumudī: Paribhāṣā Prakaraṇa. — **Credit 1**

Unit IV Siddhāntakaumudī: Paribhāṣā Prakaraṇa. — **Credit 1**

Tutorial Activities:

1. Sūtra Reconstruction Exercise.
2. Terminology Glossary Compilation: compile a curated glossary of key terms with explanations and examples from *Siddhāntakaumudī*.
3. Prakaraṇa-Wise Sutra Grouping
4. Prakriyā Simulation.

Essential/Recommended Readings/Texts:

1. शास्त्री, शिवनारायण, (1989), *वैयाकरण-सिद्धान्तकौमुदी, भ्वादिगण (भवतोषिणी हिन्दी टीका सहित)* दिल्ली।
2. गोविन्दाचार्य, (2010), *वैयाकरणसिद्धान्तकौमुदी: चतुर्थ भाग (प्रथम खण्ड, द्वितीय खण्ड)* चौखम्बा सुरभारती प्रकाशन।
3. गिरिधर शर्मा & परमेश्वरानन्द शर्मा, *वैयाकरणसिद्धान्तकौमुदी (बालमनोरमा-तत्त्वबोधिनी-टीका), तृतीय भाग*, दिल्ली।
4. जिज्ञासु, पं. ब्रह्मदत्त, *अष्टाध्यायी (भाष्य), प्रथमावृति*, रामलाल कपूर ट्रस्ट।
5. Vasu, S. C. (1997). *The Ashtadhyayi of Panini* (2 vols.). Motilal Banarsidass.
6. Sharma, R. (1987–2003). *The Ashtadhyayi of Panini* (Vols. 1–6). Munshiram Manoharlal Publishers.
7. E-Learning Tools: https://cl.sanskrit.du.ac.in

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 1.3: Sanskrit Literary Theory

Course Objectives:

1. Introduces students to Indian traditions of poetics and aesthetics as closely interrelated disciplines
2. Grounds the study in classical Sanskrit thought, with special emphasis on Bharata's *Nāṭyaśāstra*
3. Provides an Indian conceptual framework for understanding literary and aesthetic experience
4. Explores key theoretical principles of Indian literary criticism and aesthetics
5. Encourages meaningful engagement with contemporary and trans-cultural discourses
6. Applies Indian literary and aesthetic models to the interpretation of modern texts

Learning Outcomes:

After the completion of the course, the students will:

1. Understand the philosophical foundations of Indian poetics and aesthetics.
2. Explain key concepts such as rasa, dhvani, alaṅkāra, rīti, vakrokti, aucitya, and camatkṛti.
3. Identify major schools and exponents of Indian literary theory.
4. Analyze literary and artistic texts using Indian aesthetic models.
5. Apply Indian theories of poetics and aesthetics to modern and Western texts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.3	Sanskrit Literary Theory	04	0	0	04

Details of Course:

Unit I Introduction to Poetics and Aesthetics. Credit 1

- Basic issues and assumptions.
- Creation and creative process (*Kāvya-Sṛṣṭi and Sarjana-Prakriyā)*
- Poet, reader/audience, and text (*Kavi, Sahṛdaya (Pāṭhaka/Śrotā), and Kāvya)*
- Literary discourse - (*Kāvya-Vyavahāra*)
- Literariness - (*Kāvyatvam)*
- Soul of poetry - (*Kāvyātmā)*
- Sources and types of poetic meaning.
- Purpose of literature - *Kāvya-Prayojana.*
- Autonomy; relation between literary theory and philosophy.

Unit II Literary Discourse. Credit 1

- Nature and typology of literary discourse.
- Literature as ontology and epistemology.

- Major thinkers, texts, and commentarial traditions.

Unit III Major Schools and Exponents of Indian Poetics. Credit 1

- Rasa (Aesthetic Experience): Bharata, Ānandavardhana, Abhinavagupta, Mammaṭa, Viśvanātha, Jagannātha.
- Alaṅkāra (Figural Mode): Daṇḍin, Bhāmaha, Ruyyaka.
- Rīti (Stylistics): Vāmana.
- Dhvani (Suggestion): Ānandavardhana, Abhinavagupta, Mammaṭa, Viśvanātha
- Vakrokti (Obliqueness): Kuntaka.
- Aucitya (Propriety): Kṣemendra.
- Camatkṛti (Aesthetic Wonder): Abhinavagupta, Kṣemendra, Viśveśvara (*Camatkāracandrikā*, 13th c.)

Unit IV Art and Representation. Credit 1

- Art as image-making; creative process.
- Art as yoga.
- Art and āgama.
- Modes of representation.
- Reception theory and reader's response.

Unit V Theory and Application.

- Application of Indian literary and aesthetic theories to Western and modern literary texts.

Essential/Recommended Readings/Texts:

1. Raghavan, V. (1940). *The number of Rasa*. The Adyar Library and Research Institute.
2. Bharata. (1950). *Nāṭyaśāstra* (M. Ghosh, Trans.). Asiatic Society.
3. Kane, P. V. (1951). *History of Sanskrit poetics*. Motilal Banarsidass.
4. Ānandavardhana. (1981). *Dhvanyāloka* (K. Krishnamoorthy, Trans.). Motilal Banarsidass.
5. Mammaṭa. (1985). *Kāvyaprakāśa* (G. Jha, Trans.). Bharatiya Vidya Prakashan.
6. Viśvanātha. (1996). *Sāhityadarpaṇa* (P. V. Kane, Trans.). Motilal Banarsidass.
7. Kapoor, K. (1998). *Literary theory: Indian conceptual framework*. Affiliated East-West Press.
8. Abhinavagupta. (1998). *Abhinavabhāratī (Commentary on Nāṭyaśāstra)* (R. S. Nagar, Ed.). Parimal Publications.
9. Rājaśekhara. (2000). *Kāvyamīmāṃsā* (S. Parāśara, Trans.). D. K. Printworld.

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 1.4: Introduction to Philosophy

Course Objectives:

1. Presenting before students, the concepts and postulates of Indian and Western philosophies.
2. Highlighting prominent scriptures introducing Indian as well as western schools of philosophy.
3. Introducing learners with the foremost schools of Indian philosophy with their features and distinction.
4. Acquainting them with the advent of bhakti from logic-driven principles of earlier philosophies.
5. Familiarizing the students with prominent western philosophers and their novelties in philosophical arenas.
6. Enabling them to compare among various schools and tenets of Indian as well as Western philosophies.

Learning outcomes:

After the completion of this course, the students will:

1. Enumerate names of Indian schools of philosophies.
2. Give description of various schools of philosophy along with their proponents.
3. Differentiate among the chief postulates of Indian schools of philosophy so as to expressing their understanding thereof.
4. Explain the process of gradual development of theoretical philosophies and their eventual culmination into devotionalism.
5. Present an overview of western philosophers and their contribution towards formulation of independent doctrines.
6. Compare and contrast among the dogmas comprising various schools of Indian and Western philosophy.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
Major 1.4	Introduction to Philosophy	04	0	0	04

Details of Course:

Unit I Indian Philosophy - I **Credit 1**

- Basic features of Indian philosophy.
- Meaning, nature and scope of Indian Philosophy.
- General survey of Indian philosophy - Veda, Upanishad and Agama.

Unit II Indian Philosophy - II **Credit 1**

- Cārvāka, Bauddha and Jaina.
- Sāṃkhya,Yoga and Nyāya.

- Vaiśeṣika, Mīmāṃsā and AdvaitaVedānta.
- Pratyabhjňa.
- Bhakti Vedānta.

Unit III Western Philosophy - I **Credit 1**

- Plato.
- Aristotle.
- René Descartes.
- Francis Bacon.
- Spinoza.
- Leibnitz.

Unit IV Western Philosophy - II **Credit 1**

- John Locke.
- Berkeley.
- David Hume.
- Immanuel Kant.
- J.W.F.Hegel.

Essential/Recommended Readings/Texts:

1. Vidyabhusana, S. C. (1921). *A History of Indian Logic: Ancient, Mediaeval, and Modern Schools*. Calcutta University.
2. Radhakrishnan, S. (1933). *Indian Philosophy* (Vols. I–II). George Allen & Unwin, London.
3. उपाध्याय, बलदेव. (1946). *बौद्ध दर्शन*. शारदा मन्दिर, बनारस।
4. Will Durant. (1962). *The story of philosophy*. Time incorporated, New York, USA.
5. जैन, महेन्द्रकुमार. (1966). *जैन दर्शन*. वाराणसी : जैन ग्रन्थमाला।
6. Dasgupta, S. N. (1975). *History of Indian Philosophy* (Vols. I–V). Delhi: Motilal Banarsidass.
7. Dasgupta, S. N. (1975). *History of Indian Philosophy*. Delhi: Motilal Banarsidass.
8. शर्मा, चन्द्रधर, (1984), *पाश्चात्य दर्शन,* वाराणसी : मनोहर प्रकाशन।
9. Sinha, J. (1996). *Indian Psychology* (Vols. I–III), Motilal Banarsidass.
10. शर्मा, चन्द्रधर, (2004),*भारतीय दर्शन: आलोचन और अनुशीलन*, दिल्ली : मोतीलाल बनारसीदास।
11. नरेन्द्र देव, आचार्य, (2015), *बौद्ध धर्म-दर्शन*, दिल्ली : मोतीलाल बनारसीदास।

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

Major 2.1: Introduction to Indian Linguistics

Course Objectives:

1. Introduces students to key concepts and theories of philology and modern linguistics.
2. Enables learners to observe and analyse the Sanskrit language through these theoretical frameworks.
3. Familiarises students with Sanskrit phonology.
4. Develops understanding of Sanskrit morphology.
5. Introduces the principles of Sanskrit syntax.
6. Explores semantic aspects of the Sanskrit language.

Learning outcomes:

After completion of this course, students will:

1. Be able to observe and analyse the Sanskrit language with reference to the developments that have taken place with the advent of modern linguistics.
2. Understand the basic concepts of historical linguistics and will know the rules of language change and their application in Sanskrit.
3. Understand the important causes and directions of phonetic change and semantic change with reference to Sanskrit.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.1	Introduction to Indian Linguistics	04	0	0	04

Details of Course:

Unit I Origin and Development of Indian Linguistics. **Credit 1**

- Linguistics Elements in the Vedic Literature.
- Word-for-word recitation, Padapāṭhas.
- Vedāṅgas: including phonetics, metrics, grammar, and etymology.
- Pāṇini: Asthdhayi & Paniniya Shiksha.
- Modern Developments: Language documentation, Sociolinguistics, Comparative Linguistics, Computational Linguistics.
- Important aspects of Indian Linguistics: Phonetics and Phonology (sounds), Morphology (word structure), Syntax (sentence structure), Semantics (Meaning)

Unit II Classification of Languages. **Credit 1**

- Typological classification & Genetic classification.
- Vedic Sanskrit and Avesta.
- Classical Sanskrit, Pali, Prakrit, and Apabhraṃśa.

Unit III Basic Concepts of Sanskrit Phonetics. Credit 1

- Classification of Sanskrit Sounds.
- Place of Articulatory and Acoustic Phonetics.
- Speech production.
- Reasons and Directions of Sound Changes.
- Major Phonetics Laws: Grimm's law, Grassmann's law, Verner's law, Talavya Law, Murdhanta Law.
- Applications for Sanskrit Phonetics: Speech Technology.
- Semantics Changes.
- Reasons and Directions of Semantics Changes.

Unit IV Modern Linguistics Development. Credit 1

- Structuralism: Ferdinand de Saussure (early 20th century)
- Generative Grammar: Noam Chomsky (Starting in the 1960s,)
- Modern developments:
    - Sanskrit Computational Linguistics.
    - Introduction to Sanskrit Computational Linguistics (SCL)
    - Areas of Sanskrit Computational Linguistics:
        - Speech Technology.
        - Language Analysis/Text Processing.
        - Artificial Intelligence.
        - Text Preservation and Search, Machine Translation.

Tutorial Activities:

- Linguistics Analysis of Sanskrit Morphology.
- Survey of Sanskrit Linguistics.
- Survey of Computational Linguistics.
- Group Discussion.

Essential/Recommended Readings/Texts

1. व्यास, भोलानंकर, (1957), *संस्कृत का भाषाशास्त्रीय अध्ययन*, वाराणसी : चौखम्बा विद्याभवन।
2. तिवारी, भोलानाथ, (1974), *तुलनात्मक भाषाविज्ञान*, दिल्ली : मोतीलाल बनारसीदास।
3. Burrow, T., (1991), *Sanskrit Language (also trans. into Hindi by Bholashankar Vyas)*, Varanasi: Chaukhamba Vidya Bhawan.
4. तिवारी, भोलानाथ, (1992), *भाषाविज्ञान*, इलाहाबाद : किताब महल।
5. Crystal, David, (1997), *The Cambridge Encyclopedia of Language*, Cambridge: Cambridge University Press.
6. Gune, P. D., (2005), *Introduction to Comparative Philology*, Delhi: Chaukhamba Sanskrit Pratisthan.

Additional Readings:

1. Jesperson, Otto, (1954), *Language: Its Nature, Development and Origin*, London: George Allen & Unwin.
2. Taraporewala, (1962), *Elements of the Science of Language*, Calcutta: Calcutta University Press.
3. Gosh, B. K., (1977), *Linguistic Introduction to Sanskrit*, Calcutta: Sanskrit Pustak.
4. Murti, M. Srimannarayana, (1984), *An Introduction to Sanskrit Linguistics*, Delhi: D.K. Publication.

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 2.2: Dharmaśāstra Studies

Course Objectives:

1. Introducing Dharmaśāstra as a source of Indian ethical traditions.
2. Familiarizing students with the history and sources of Indian ethology.
3. Enabling them to enumerate prominent proponents of Dharmśāstric texts and traditions.
4. Providing learners with the prominent topics stated in various Dharmśāstric texts.

Learning outcomes:

After completion of this course, the students will:

1. Introduce Dharmaśāstras as sources of Indian ethical traditions.
2. Define Dharmaśāstra and write short notes upon their origin and importance.
3. List various texts of Dharmśāstra tradition and give introduction thereof.
4. Write short notes on the proponents of Dharmśāstric texts.
5. Enumerate chief ethical principles explained in Dharmśāstric texts.
6. Establish importance and relevance of the ethical principles explained in Dharmśāstric texts.
7. Appreciate the role of Dharmśāstric texts in forming foremost principles of Indian ethical tradition, culture and civilization.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.2	**Dharmaśāstra Studies**	**04**	**0**	**0**	**04**

Details of Course:

Unit I **Credit 1**

- Introduction.
- Prominent texts and subject matter of Dharmśāstra.

Unit II **Credit 1**

- History and origin of Dharmśāstra.

Unit III **Credit 1**

- Prominent proponents of Dharmśāstra:
  - Medhatithi.
  - Vigyaneshwar.
  - Lakshmidhar.
  - Jimutvahan.
  - Chandeshwar.
  - Madhavacharya.
  - Vachaspatimishra.
  - Kamalakarbhatta.

Unit IV **Credit 1**

- Prominent principles of Dharmśāstra:
  - Varna.
  - Aāshram.
  - Sanskāra.
  - Status of woman.
  - Rajdharma.
  - Dandavyavastha.

Essential/Recommended Readings/Texts:

1. Buhler, G., (1964), *Laws of Manu* (Reprint), Delhi: MLBD.
2. Sen, P., Chatterji, H. N., (1980), *The General Principles of Hindu Jurisprudence*, Indore, MP, India: Saraswat Library.
3. काणे, पी. वी., (1999), *धर्मशास्त्र का इतिहास*, खण्ड एक व दो, लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
4. Banerji, Sures Chandra, (1999), *A Brief History of Dharmaśāstra*, New Delhi: Abhinav Publications.
5. Swain, Brajakishore, (2003), *Dharmaśāstra: A Link Between Tradition and Modernity*, Varanasi, India: Chaukhambha Sanskrit Bhawan.
6. चौबे, अर्जुन, (2006), *धर्मशास्त्र का इतिहास (अनुवाद)*, लखनऊ, उत्तर प्रदेश : उत्तर प्रदेश हिन्दी संस्थान।
7. Sharma, R. S., Jha, D. N., *India Society: Historical Problems*.
8. Sharma, R. S., *Shudras in Ancient India*, Delhi: MLBD.

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 2.3: Selections from Sanskrit Poetry

Course Objectives:

1. To introduce students to classical and modern Sanskrit poetry through selected texts.
2. To familiarize students with major mahākāvyas and modern Sanskrit poetic works.
3. To develop an understanding of poetic form, aesthetics, and thematic depth in Sanskrit poetry.
4. To acquaint students with the fundamental literary theories informing poetic composition and interpretation.

Learning Outcomes:

After completing the course, students will be able to:

1. Understand the development and characteristics of Sanskrit poetic tradition.
2. Explain the basic concepts of Indian literary theories relevant to poetry.
3. Analyze selected cantos from major Sanskrit mahākāvyas.
4. Appreciate stylistic features, rasa, alaṅkāra, and poetic imagination.
5. Evaluate trends in modern Sanskrit poetry.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.3	Selections from Sanskrit Poetry	04	0	0	04

Details of Course:

Unit I Introduction to Sanskrit Poetry and Poetic Tradition. **Credit 1**

- History of Sanskrit Poetics - deleted.

Unit II Introduction to Literary Theories. **Credit 1**

- Basic concepts of Indian poetics relevant to poetry.

Unit III Selections from Classical Mahākāvyas. **Credit 1**

- Raghuvaṃśam (5th Sarga)
- Kumārasambhavam (5th Sarga)

Unit IV Selections from Major Mahākāvyas. **Credit 1**

- Kirātārjunīyam (1st Sarga)
- Śiśupālavadham (2nd Sarga)
- Naiṣadhīyacaritam (1st sarga)

Unit V Selections from Modern Sanskrit Poetry. **Credit 1**

Essential/Recommended Readings/Texts:

1. Gokak, Vinayak Krishna, (1979), *The Concept of Indian Literature*, Munshiram Manoharlal.

2. Krishnamoorthy, K, (1987), *Indian Literary Theories*, Motilal Banarsidass.
3. Kalidasa, (1992), *Raghuvaṃśam*, Translated by M. R. Kale, Motilal Banarsidass.
4. Bharavi, (1993), *Kirātārjunīyam*, Edited and translated by M. R. Kale, Motilal Banarsidass.
5. Upadhyaya, Baladeva, (1994), *Sanskrit Sāhityakā Itihāsa*, Sharada Niketana.
6. Kalidasa, (1995), *Kumārasambhavam*, Translated by M. R. Kale, Motilal Banarsidass.
7. Magha, (1995), *Śiśupālavadham*, with *Sarvaṅkaśā Ṭīkā*, Hindi translation by Haragovinda Śāstrī, Chaukhamba Sanskrit Pratishthana.
8. Kapoor, Kapil, (1998), *Literary Theory: Indian Conceptual Framework*, Affiliated East-West Press.
9. Shriharsha, (1998), *Naiṣadhīyacaritam*, with *Nārāyaṇī Ṭīkā*, Chaukhamba Vidyabhavana.

Difficulty Level 600-699

Credits - 4
Hours - 60

Major 2.4: Palaeography and Manuscriptology

Course Objectives:

1. To introduce students to the study of Indian palaeography and manuscriptology, focusing on the evolution of scripts used in the Indian subcontinent.
2. To provide a foundational understanding of ancient and medieval scripts, their development, and regional variations.
3. To acquaint the methods for identifying, reading, and analyzing scripts, enabling students to decipher historical inscriptions and manuscripts.
4. To enable students to appreciate the significance of palaeography in understanding India's linguistic, cultural, and historical heritage.
5. To help students to comprehend the historical significance of palaeography and manuscript studies in the preservation and interpretation of cultural heritage.

Learning outcomes:

After completing this course, students will:

1. Acquire skills to identify and interpret various Indian scripts.
2. Learn techniques to decipher inscriptions and manuscripts accurately.
3. Develop an understanding of how script variations reflect historical, cultural, and regional influences.
4. Apply palaeographical methods to analyze historical texts and artifacts.
5. Understand the basic principles and scope of Palaeography and Manuscriptology.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
Major 2.4	Palaeography and Manuscriptology	04	0	0	04

Details of Course:

Unit I Introduction to Palaeography. **Credit 1**

- Origin and Antiquity of Writing Systems.
- Writing Materials.
- Major Indian Scripts: History and Development.
- Brāhmī, Nandināgarī, Devanāgarī, Grantha, Śāradā, Gurumukhi.

Unit II Evolution of Indian Scripts. **Credit 1**

- Writing and Engraving as a Profession.
- Libraries and Museums.
- Importance of palaeography.
- Major features of palaeography.

Unit III Manuscriptology: history and development. **Credit 1**

- Meaning of Manuscripts.

- Salient features and classifications of Manuscripts.
- Material used in Manuscriptology.
- Importance of Manuscriptology.

Unit IV **Credit 1**

(a) Preservation of Manuscripts.

- Restoring Old and Damaged Manuscripts.
- Cataloguing and Documentation of Manuscripts.
- Manuscript Libraries- India and Abroad.
- Text Editing Palaeography Manuscripts Preservation and Conservation Techniques.

(b) Editing a small/ few folios of manuscripts in any script.

Essential/Recommended Readings/Texts:

1. Pandey, Raj Bali, (1952), *Indian Paleography, Part-1*, Banaras: Motilal Banarasidas, Nepali Khapra.
2. Ojha, Gaurishankar Hirachand, (1971), *Bharatiya Prachin Lipimala*, New Delhi: Munshiram Manoharlal.
3. पाण्डेय, राजबली, (1978), *भारतीय पुरालिपि*, इलाहाबाद : लोकभारती प्रकाशन।
4. ललितविस्तर, (1984), अनु, शान्तिभिक्षु शास्त्री, लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।
5. Basu, Ratna, & Das, Karunasindhu, (2009), *Aspects of Manuscriptology*, Kolkata: The Asiatic Society.
6. Bühler, Georg, (2023), *On the Origin of the Indian Brāhma Alphabet*, Delhi: Gyan Publishing House.
7. उपाध्याय, वासुदेव, (2005), *भारतीय सिक्के*, प्रयाग : भारती भण्डार।

Additional Readings:

1. सहाय, शिवस्वरूप, (1977), *भारतीय पुरालेखों का अध्ययन*, भाग 1 व 2, नयी दिल्ली : मोतीलाल बनारसीदास।
2. गोयल, श्रीराम, (1982), *प्राचीन भारतीय अभिलेख संग्रह (प्राक्-गुप्तयुगीन)*, जयपुर : राजस्थान हिन्दी ग्रन्थ अकादमी।
3. Visalakshy, P, (2003), *The Fundamentals of Manuscriptology*, Thiruvananthapuram: Dravidian Linguistics Association.
4. मिश्र, अभिराज राजेन्द्र, एवं मिश्रा, राजेशकुमारी, (2022), *शोधप्रविधि एवं पाण्डुलिपिविज्ञान*, इलाहाबाद : अक्षयवट प्रकाशन।
5. पाण्डेय, राजबली, (संवत् 2022), *अशोक के अभिलेख*, वाराणसी : ज्ञानमण्डल लिमिटेड।
6. मुळे, गुणाकर, *भारतीय लिपियों की कहानी*, नयी दिल्ली : राजकमल प्रकाशन।

7. Levitt, Stephan Hillyer, *Manuscriptology and Epigraphy of Greater India: South Asian Art Collected Papers*, Delhi: MLBD Publications.

DSE COURSES

DSE COURSES:

VEDA

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Sāmaveda, Atharvaveda & Vaidika Chanda

Course Objectives:

1. Familiarizing the learners with the opening information about Sāmaveda.
2. Enabling them to chant its hymns precisely and with apt intonation.
3. Enhancing students' ability to write anvaya of hymns and decipher their meanings.
4. Developing among students a habit of analysing contextual and pragmatic meanings of hymns specially in the context of Atharvaveda.
5. Introducing the students with the multi-dimensional utilization of Atharvavedic hymns. Enumerating Vedic chandas along with their features and intonation.

Learning outcomes:

After completion of this course, the students will:

1. Introduce Sāmaveda with its distinct features.
2. Describe the diacritical symbols unique to the Sāmaveda.
3. Chant hymns from Sāmaveda and Atharvaveda with apt pronunciation and intonation.
4. Enlist special features, utility and practicality of Atharvavedic hymns.
5. Establish relevance of the message latent in the hymns of Atharvaveda.
6. Identify chandas from their features and chant hymns with correct intonation.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Sanskrit Grammatical Tradition	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Sāmaveda: Purvārcika, Āgneya Kāṇḍa, Adhyāya – 1, Khaṇḍa – 1
- Sāmaveda: Purvārcika, Aindra Kāṇḍa, Adhyāya – 2, Khaṇḍa – 3
- Sāmaveda: Purvārcika, Pavamāna Kāṇḍa, Adhyāya – 5, Khaṇḍa – 1 - 2
- Sāmaveda: Purvārcika, Araṇya Kāṇḍa, Adhyāya – 6, Khaṇḍa – 1 - 4
- Sāmaveda: Uttarārcika, Adhyāya - 21, Khaṇḍa -1, Tṛca 6 - 9

Unit II Atharvaveda. **Credit 1**

- 01.29 (Rāstrābhivardhanam)
- 02.04 (Dīrghāyuprāptiḥ)
- 03.12 (Śālānirmānam)
- 10.02 (Kenasūktam)

Unit III Atharvaveda. **Credit 1**

- 10.53 (Kālasūktam)

- 01.02 (Parjanyasūktam)
- 02.27 (Ausadhisūktam)
- 03.17 (Krṛṣisūktam)
- 12.01 (Pṛthivīsūktam)

Unit IV **Credit 1**

- Vaidika Chanda -
  - Gāyatrī, Uṣṇik, Anuṣṭup, Bṛhatī, Paṅkti, Triṣṭup, Jagatī etc.

Essential/Recommended Readings/Texts:

1. Arnold, E. V., (1905), *Vedic Metre in its Historical Development*, Cambridge: Cambridge University Press.
2. सातवलेकर, श्रीपाद दामोदर, (1940), *अथर्ववेदसंहिता* (सम्पादक), आन्ध्रप्रदेश : वैदिक स्वाध्याय मण्डल।
3. सातवलेकर, श्रीपाद दामोदर, (2000), *सामवेद संहिता*, पारडी : स्वाध्याय मण्डल, आनंद आश्रम।
4. श्रीविश्वबन्धु (सम्पा.), (1962), *अथर्ववेदसंहिता* (सायणभाष्यसहित), होशियारपुर : विश्वेश्वरानन्द-वैदिक शोध संस्थान।
5. सिद्धांतालंकार, पं. हरिशरण, शर्मा, जयदेव, सातवलेकर, पं. दामोदर, ब्रह्ममुनि स्वामी एवं शर्मा, पं. तुलसीराम, (1992), *सामवेद भाष्य*, नई दिल्ली : नाग प्रकाशन।
6. वेदालंकार, आचार्य रामनाथ, (1998), *सामवेदभाष्य*, साहिबाबाद, उत्तर प्रदेश : समर्पण शोध संस्थान।
7. Sharma, Pankajmala, (1996), *Samagan: Origin, Practice and Theory*, Hoshiarpur: Katyayan Vedic Sahitya Prakashan.
8. Dwivedi, Kapildev, Singh, Shyamlal (अनुदीत), (2008), *पिंगलकृत पिंगल छन्दःसूत्रम्* (वैदिक गणितीय अनुप्रयोगों सहित), वाराणसी : वाराणसी विश्वविद्यालय प्रकाशन।
9. Saraswati, Swami Satyaprakash, (2009), *Sāmveda Samhita* (English translation), New Delhi: Veda Pratishthan.

Additional Resources:

1. विद्यालंकार, जयदेव (अनुवादक), (1935), *अथर्ववेदसंहिता*, वाराणसी : चौखम्बा संस्कृत सीरीज।
2. Dwivedi, Dr. Kapildev, (2002), *Vedic Literature and Culture*, Varanasi: University Publications.
3. Vidyamartanda, Vishwanath, (2003), *Samaveda* (Spiritual Commentary), Delhi: Dayanand Sansthan.
4. Tripathi, Radhavallabh, (2006), *Veda in Theory and Practice*, New Delhi: DK Printworld Ltd.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Yajurveda & Vājasaneyiprātiśākhya

Course Objectives::

1. Providing students with a wholistic overview of the Yajurveda Saṁhitā.
2. Enabling them to chant hymns of the Yajurveda Saṁhitā in the prescribed intonation.
3. Enhancing students' skill to write hymns in sentence form i.e. in the 'Anvaya' format.
4. Developing skill of deciphering verbal as well as contextual meaning of hymns and understanding them in the light of Bhashya literature.
5. Introducing learners with the objectives and features of Vājasaneyī Prātiśakhya.
6. Empowering students to know, understand and explain the content of Vājasaneyī Prātiśakhya.

Learning outcomes:

After completion of this course, the students will:

1. Chant hymns of Yajurveda with proper pronunciation and intonation.
2. Elaborate upon the prominent hymns of Yajurveda with their reference and significance.
3. Enlist salient features of Yajurveda including the structure, content and utility.
4. Explain the structure, subject and content matter of the Vājasaneyī Prātiśakhya.
5. Establish relevance of Vājasaneyī Prātiśakhya in the contemporary scenario.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Yajurveda & Vājasaneyiprātiśākhya	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Yajurveda Saṁhitā: Prathama Adhyāya.

Unit II **Credit 1**

- Yajurveda Saṁhitā: Dvitīya Adhyāya.

Unit III **Credit 1**

- Vājasaneyī Prātiśakhya: Prathama Adhyāya.

Unit IV **Credit 1**

- Vājasaneyī Prātiśakhya: Dvitīya & Tṛtīya Adhyāya.

Essential/Recommended Readings/Texts:

1. रामशकलमिश्र (सम्पा.), (1913–1914), *यजुर्वेदसंहिता* (वाजसनेयिसंहिता) - उव्वटमहीधर भाष्यसहित, वाराणसी : चौखम्बा विद्याभवन।

2. Griffith, T. H., (1927), *Shukla Yajurveda* (Translation), Varanasi.
3. सातवलेकर, श्रीपाद दामोदर (सम्पा.), (1942), *यजुर्वेदसंहिता* (मैत्रयणीसंहिता) - सायणभाष्यसहित, पारडी : वैदिक स्वाध्याय मण्डल।
4. Laxmi Venkateswara (Ed.), (1940–1941), *Yajurveda* - With Sayana Bhashya, Vol. I–V, Bombay.
5. युधिष्ठिर मीमांसक (सम्पा.), (1961 एवं 1971), *यजुर्वेदसंहिता* महर्षि दयानन्द भाष्यसहित, सोनीपत : रामलाल कपूर ट्रस्ट।
6. सातवलेकर, श्रीपाद दामोदर (सम्पा.), (1963), *यजुर्वेद* (वाजसनेयिसंहिता), दिल्ली : मोतीलाल बनारसीदास।
7. गौड़, दौलतराम (अनुवादक), (1965), *यजुर्वेद*, वाराणसी : चौखम्बा विद्याभवन।
8. दयानन्द सरस्वती, श्रीमद् (निर्मित), (वि.सं. 2069), *यजुर्वेदभाष्यम्* (प्रथमो भागः), अजमेर : वैदिक पुस्तकालय, दयानन्द आश्रम, केसरगंज।
9. वर्मा, वीरेन्द्रकुमार (अनुवादक), (1987), *शुक्लयजुर्वेदीय प्रातिशाख्य अथवा वाजसनेयि प्रातिशाख्य*, दिल्ली : चौखम्बा संस्कृत प्रतिष्ठान।

Additional Readings:

1. द्विवेदी, डॉ. कपिलदेव, (2000), *वेदों में विज्ञान*, भदोही, उत्तर प्रदेश : विश्वभारती अनुसन्धान परिषद्।
2. द्विवेदी, कपिलदेव, (2006), *वैदिक दर्शन*, ज्ञानपुर, भदोही, उत्तर प्रदेश : विश्वभारती अनुसन्धान परिषद्।
3. द्विवेदी, डॉ. कपिलदेव, (2007), *वैदिक देवों का आध्यात्मिक और वैज्ञानिक स्वरूप*, ज्ञानपुर, भदोही, उत्तर प्रदेश : विश्वभारती अनुसन्धान परिषद्।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Ṛgveda, Aitareyabrāhmaṇa & Pāraskaragṛhyasūtra

Course Objectives:

1. Providing the students with an in-depth study of the Vedic hymns depicting several deities.
2. Acquainting them with the authentic message of the Vedic Samhitas on significant topics.
3. Facilitating insight about the fundamental concepts of Aitareya Brāhmaṇa.
4. Directing them towards the vital information about ceremonies and rituals described in the Pārskargṛhyasūtra.

Learning outcomes:

After completion of this course, the students will:

1. Describe various forms of Vedic wisdom.
2. Express the mantras in details on the different commentaries on Ṛgveda.
3. Analyze the ancient religious believe system.
4. Elaborate the concept of Aitareyabrāhmaṇa.
5. Explain the different ceremonies and rituals.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.3	Yajurveda & Vājasaneyiprātiśākhya	04	0	0	04

Details of Course:

Unit I **Credit 1**

- **Rgveda -**
  - 1-25 (Varuṇa)
  - 1-32 (Indra)
  - 5-08 (Agni)
  - 5-83 (Parjanya)
  - 7-46 (Rudra)
  - 7-79 (Uṣas)

Unit II **Credit 1**

- **Rgveda -**
  - 7-35 (Viśve Devāh)
  - 7-95 (Sarasvatī)
  - 7-101 (Parjanya)
  - 7-103 (Maṇḍūka)
  - (Pururavā-urvaśī)

Unit III **Credit 1**

- Aitareya Brāhmaṇa - Saptama Pancika, Trtiya Adhyāya (Śunaḥaśepa Ākhyāna)

Unit IV **Credit 1**

- Pāraskaragṛhyasūtra - Prathamakāṇḍa.

Essential/Recommended Readings/Texts:

1. Griffith, Ralph Thomas Hotchkin, (1920), *Rgveda* (Translated), Varanasi: Chaukhamba Sanskrit Series.
2. Keith, Arthur Berriedale, (1920), *Rig Veda Brahmanas: The Aitareya and KausĪtaki Brahmanas of the Rig Veda* (Eng. Trans.), Delhi: Motilal Banarsidass, (Original: Harvard Oriental Series, Vol. 25)
3. सोनटक्के, नारायण शर्मा (सम्पा.), (1933–1951), *ऋग्वेद* (सायण-भाष्य-सहित), भाग 1–5, पूना : वैदिक संशोधन मण्डल।
4. सातवलेकर, श्रीपाद दामोदर (सम्पा.), (1936), *ऋग्वेद संहिता*, पारडी : वैदिक स्वाध्याय मण्डल।
5. लक्ष्मणसरूप (सम्पा.), (1939), *ऋग्वेद संहिता* (वेंकटमाधव भाष्य सहित), लाहौर ।
6. (1942), *ऋग्वेद संहिता* (स्कन्दस्वामी तथा वेंकटमाधवाचार्य भाष्य सहित), त्रिवेन्द्रम् : त्रिवेन्द्रम् संस्कृत सीरीज़।
7. मालवीय, सुधाकर, (1983), *ऐतरेय ब्राह्मण* (हिन्दी व्याख्या), भाग 1–2, वाराणसी : तारा बुक एजेन्सी।
8. काम्बोज, जियालाल, (2005), *ऋग्वेद संहिता* (अनुवादक), दिल्ली : विद्यानिधि प्रकाशन।
9. राजेश, सत्यव्रत (वेदरत्न), (2008), *पारस्कर–गृह्यसूत्र*, हिण्डौन सिटी, राजस्थान : श्री घूडमल प्रहलादकुमार आर्य धर्मार्थ न्यास।
10. राष्ट्रीय संस्कृत संस्थान, (2010), *ऋग्वेदसंहिता* (सायणभाष्यसहिता), भाग 1–4, नई दिल्ली : लेखक।
11. चवरिमश्र, जगदीश, (2010), *पारस्करगृह्यसूत्रम्* (हरिहर 'गदाधर' भाष्यद्वयोपेतम्, हिन्दी व्याख्या), वाराणसी : चौखम्बा सुरभारती प्रकाशन।
12. पाण्डेय, ओमप्रकाश, *पारस्करगृह्यसूत्रम्*, वाराणसी : चौखम्बा अमरभारती प्रकाशन।
13. मालवीय, सुधाकर, (2015), *ऐतरेयब्राह्मणम्* (सायणभाष्यसहितम्) (सम्पादक एवं अनुवादक), वाराणसी : तारा बुक एजेन्सी।

Additional Readings:

1. Macdonell, Arthur Anthony, (1960), *A Vedic Reader for Students*, Delhi: Oxford University Press.
2. Macdonell, Arthur Anthony, (1962), *Vedic Mythology*, Delhi: M.L.B.D.
3. Renou, Louis, (1965), *Destiny of the Veda in India*, Delhi: M.L.B.D.
4. Winternitz, Max, (1988), *History of Indian Literature*, Vol. I, Part I, Delhi: M.L.B.D.
5. Oldenberg, Herman, (1988), *Religion of the Veda*, Delhi: M.L.B.D.

6. Chaubay, Braj Bihari एवं Shastri, Kantanath, (1981), *New Vedic Selection*, Varanasi: Bhartiya Vidya Prakashan.
7. Keith, Arthur Berriedale, *Religion and Philosophy of the Veda and the Upani–ads*, Delhi: M.L.B.D.
8. शशिप्रभा कुमार, (1996), *वैदिक मीमांसा*, दिल्ली : जे-पी-पब्लिशिंग हाउस।
9. वेद पारिजात, (2014), नई दिल्ली : एन.सी.ई.आर.टी.।

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Nirukta and Bhāradwāja Śrautasūtra

Course Objectives:

1. Providing an understanding of Vedic deities especially through the science of etymology propounded by Yāska in Nirukta.
2. Enabling them to decipher meaning of prominent Vedic terms with the help of Nirukta-shastra.
3. Introduce various forms of sacrificial and ritualistic aspects pertaining to the life of Vedic Āryans.
4. Providing an idea of the core rituals described in the Bhāradwāja-Śrautasūtra.

Learning outcomes:

After completion of this course, the students will:

1. Explain the ancient Indian science of etymology as depicted in Nirukta.
2. Describe the ancient ideas of linguistics and original form of Divinities.
3. Form a basic idea of vast ritualistic life of Vedic seers.
4. Tell symbolic meanings of the religious activities described in the Vedic literature.
5. Differentiate among Yajñas according to the Śrauta literature.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Yajurveda & Vājasaneyiprātiśākhya	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Nirukta, Chapter - VIII

Unit II **Credit 1**

- Nirukta, Chapter - X

Unit III **Credit 1**

- Nirukta, Chapter - XII

Unit IV **Credit 1**

- Bhāradwāja Śrautasūtra, Praśna VI, 15-18

Essential/Recommended Readings/Texts:

1. Bhandarkar, R. G. (Ed.), (1942), *Nirukta with Nighantu with Durga's commentary*, Poona: BORI।

2. Sarup, Lakshman (Ed.), (1984), *Nirukta* (English Translation), Delhi: M.L.B.D.
3. Rajwade, V. K. (Ed.), (1993), *Nirukta, Yaska*, Poona: BORI.
4. सीतारामशास्त्री (सम्पा.), (1995), *निरुक्त–यास्क*, दैवतकाण्ड ७–१२, दिल्ली: परिमल पब्लिकेशन्स।
5. Kashikar, C. G., (2003), *Sutras of Bharadwaja* (Edited and Translated), Pune: Vaidika Samsodhana Mandala.
6. कश्यपप्रजापतिकृत, पं. मुकुन्द झा बख्शी, (2012), *निरुक्तम्* (निघण्टुभाष्यरूपम्), दिल्ली: चौखम्बा संस्कृत प्रतिष्ठान।
7. छज्जुराम शास्त्री विद्यासागर (व्याख्याकार), (2012), *निरुक्तम्*, दिल्ली: मेहरचन्द लछमनदास पब्लिकेशन्स।

Additional Resources:

1. Kane, P. V. (1930). *History of Dharmashastra*. Poona: BORI.
2. Mahendale, M. A. (1965). *Nirukta notes*. Poona: Deccan College.
3. शास्त्री, शिवनारायण, (1969), निरुक्त-मीमांसा, दिल्ली।
4. द्विवेदी, मनोहरलाल, (2010), कात्यायनयज्ञपद्धति-विमर्श, नई दिल्ली : राष्ट्रिय संस्कृत संस्थान।
5. काणे, पी. वी., (मूल लेखक) एवं काश्यप, अर्जुन चौबे, (अनुवादक), (2014), धर्मशास्त्र का इतिहास, लखनऊ : उत्तर प्रदेश हिन्दी संस्थान।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Vedavyākhyā and Surveys on Vedic Commentaries

Course Objectives:

1. Acquainting students with the Indian and Western traditions of the Vedic interpretations.
2. Introducing them with the literary works and thoughts of some of the well-known ancient and modern Vedic commentators.
3. Providing the knowledge of the surveys on the research works conducted by the different Indian and Western scholars on different Vedic interpretations.
4. Enabling students to know the different Vedic Research Institutions and their significant contributions.
5. Inspiring the learners to enlist innovative areas and topics of research into the Vedic scriptures to establish their relevance in the modern times.

Learning outcomes:

After completion of this course, the students will:

1. Give description about the Vedic wisdom and Vedic concepts.
2. Tell in details about certain aspects involved in the interpretation of Vedic verses.
3. Explain various theories of interpretations according to some important ancient, and modern Indian commentators.
4. Elaborate upon the role of selected western scholars in the field of Vedic literature and interpretation.
5. Prepare chronological list prominent research works conducted on different Vedic Commentators.
6. Explain in detail the contribution of Vedic Research Institutions in India and abroad.
7. Write research papers on commentary style of various Indian and western commentators.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	Vedavyākhyā and Surveys on Vedic Commentaries	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Veda Vyākhyāna Paramparā.
- Ancient Bhāratiya Vedic Commentators:
  - Skandaswāmī
  - Venkaṭṭamādhava
  - Uvaṭa
  - Halāyudha
  - Sāyaṇa

- Mahīdhara

Unit II **Credit 1**

- **Modern Vedic Commentators:**
    - Swāmī Dayānanda Saraswatī
    - Pt. Madhusūdan Ojhā
    - Śrīpāda Dāmodar Sātavalekar
    - Śrīmad Aurobindo
    - T. V Kapāli Śāstri
    - Swāmī Vidyānanda Videha
    - Pt. Hariśaraṇa Siddhāntālankāra
    - Swāmī Karapātra Mahārāja
    - R N Dāṇḍekar

Unit III **Credit 1**

- **Western Vedic Scholars:**
    - H H Wilson
    - Rudolf Von Roth
    - Maxmuller
    - Albrecht Weber
    - Ralph T. H. Griffith
    - William Dwight Whitney
    - Ludwig
    - Geldner
    - Alfred Hillebrandt
    - Hermann Oldenberg
    - Maurice Bloomfield
    - Arthur Berriedale Keith

Unit IV **Credit 1**

- Surveys on Vedic Commentaries (Uvaṭa, Sāyaṇa, Swāmī Dayānanda Saraswatī, Śrīpāda Dāmodar Sātavalekar)
- Vedic Research Institutions : VVIS&IS, Vaidik Samsodhan Mandal, Bhaṇḍarkar Oriental Research Institute, Maharṣi Sāndipanī Rāṣṭriya Vedavidyā Pratishṭhāna etc.

Essential/Recommended Readings/Texts

1. Arnold, E. V., (1905), *Vedic Metre in its Historical Development*, Cambridge : Cambridge University Press.
2. Dandekar, R. N., (1946), *Vedic Bibliography*, Bombay : Karnatak Publishing House.
3. सातवलेकर, श्रीपाद दामोदर, (1940), *अथर्ववेदसंहिता* (सम्पादक), आन्ध्रप्रदेश : वैदिक स्वाध्याय मण्डल।
4. Macdonell, A. A., (1965), *Brhaddevata*, Delhi : M.L.B.D.
5. सातवलेकर, श्रीपाद दामोदर, (2000), *सामवेद संहिता*, पारडी : स्वाध्याय मण्डल, आनंद आश्रम।

6. चतुर्वेदी, गिरिधरशर्मा, (1972), *वैदिक विज्ञान और भारतीय संस्कृति*, पटना : बिहार राष्ट्रभाषा परिषद्।
7. वीरेन्द्रकुमार वर्मा (सम्पा.), (1980), *ऋग्वेदभाभाष्यभूमिका* - सायण, वाराणसी : चौखम्बा ओरियण्टालिया।
8. उपाध्याय, बलदेव, (1996), *संस्कृत वाङ्मय का बृहद् इतिहास* – प्रथम भाग (वेद), लखनउ : उत्तर प्रदेश संस्कृत संस्थान।
9. उपाध्याय, बलदेव, (1996), *संस्कृत वाङ्मय का बृहद् इतिहास* – द्वितीय भाग (वेदाङ्ग), लखनउ : उत्तर प्रदेश संस्कृत संस्थान।
10. शर्मा, पंकजमाला, (1996), *Samagan : Origin, Practice and Theory*, Hoshiarpur: Katyayan Vedic Sahitya Prakashan.
11. आचार्य सायण और माधव, उपाध्याय, बलदेव, (2003), वेद (Hindi translation), प्रयाग : हिन्दी साहित्य सम्मेलन।
12. Dwivedi, Dr. Kapildev, Singh, Shyamlal (अनुदीत), (2008), *पिंगलकृत पिंगल छन्दःसूत्रम्* (वैदिक गणितीय अनुप्रयोगों सहित), वाराणसी : वाराणसी विश्वविद्यालय प्रकाशन।
13. पं, भगवद्दत्त, (2008), *वैदिक वाङ्मय का इतिहास* - खण्ड 1–3, परिवर्धक तथा सम्पादक : सत्यश्रवा एम. ए., विजय कुमार गोविन्दराम हासानन्द, दिल्ली।
14. उपाध्याय, बलदेव, (2010), *वैदिक साहित्य और संस्कृति*, वाराणसी : शारदा संस्थान।
15. त्रिपाठी, गयाचरण, (2011), *वैदिक देवता, उद्भव और विकास*, नई दिल्ली : राष्ट्रिय संस्कृत संस्थान।
16. श्रीअरविन्द, (2009), *वेदरहस्य* (अनुवादक : आचार्य अभयदेव विद्यालंकार एवं जगन्नाथ वेदालंकार), पुदुच्चेरी : श्रीअरविन्द आश्रम।
17. शशि तिवारी, (2014), *वेदव्याख्यापद्धतयः*, दिल्ली : प्रतिभा प्रकाशन।
18. Saraswati, Swami Satyaprakash, (2009), *Sāmveda Samhita* (English translation), New Delhi: Veda Pratishthan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Ṛgvedaprātiśākhya and Paṇiniyaśikṣā

Course Objectives:

1. Providing an opportunity of systematic learning of phonological and accent-related information depicted in Ṛgvedaprātiśākhya.
2. Acquainting students with varied semantical concepts from the first Paṭalam as described by Uvaṭa.
3. Enabling them in syntactic and grammatical analysis of lingual symbols in various contexts.
4. Sharpening students' skill of defining Varṇa, Svara and so related to proper pronunciation as introduced in Paṇiniyaśikṣā.
5. Facilitating them to apply linguistic traditions for articulating verbal communication precisely.

Learning outcomes:

After completion of this course, the students will:

1. Tell verbal and contextual meanings verses of Ṛgvedaprātiśākhya with their practical implications.
2. Explain phonological and morphological rules depicted in Ṛgvedaprātiśākhya.
3. Differentiate between the traditional and modern maxims of verbal pronunciation of Vedic texts on the basis of Ṛgvedaprātiśākhya.
4. Appreciate the role of Pāṇinīyasīkṣā for understanding Vedic verses, and related issues.
5. Recite Vedic hymns in their true form with the application of Vedic Svara.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Ṛgvedaprātiśākhya and Paṇiniyaśikṣā	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Ṛgvedaprātiśākhyam (Shaunaka), Paṭalam - 1 (Uvaṭa Bhāṣya)

Unit II **Credit 1**

- Ṛgvedaprātiśākhyam (Shaunaka), Paṭalam - 2 & 3 (Uvaṭa Bhāṣya)

Unit III **Credit 1**

- Ṛgvedaprātiśākhyam (Shaunaka), Paṭalam - 4 (Uvaṭa Bhāṣya)

Unit IV **Credit 1**

- Paṇiniyaśikṣā

Essential/Recommended Readings/Texts:

1. Rgvedapratishakhya with the commentary of Uvata, Shastri, Mangal Dev, (1931), Allahabad: The Indian Press, Limited.
2. Chaubay, Braj Bihari & Shastri, Kantanath, (1981), *New Vedic Selection*, Varanasi: Bhartiya Vidya Prakashan.
3. Macdonell, A. A., (1960), *A Vedic Reader for Students*, Delhi: Oxford University Press.
4. व्रजबिहारी चौबे (व्याख्याकार), (1984), *ऋग्वेदप्रातिशाख्य* (पटल 1–4) हिन्दी व्याख्या सहित, दिल्ली एवं वाराणसी : भारतीय विद्या प्रकाशन।
5. वर्मा, डॉ. वीरेन्द्र कुमार (अनुवादक एवं परिष्कर्ता), (1992), *ऋग्वेदप्रातिशाख्यम्* (उवटभाष्यसंवलितम्), दिल्ली : चौखम्बा संस्कृत प्रतिष्ठान।
6. अवस्थी, वच्चुलालो ज्ञानोपाह्वः (भाष्यकृत्), शर्मा, बालकृष्णः (सम्पादकः), पाण्ड्या, सन्तोषः (सहसम्पादकः), (वि.सं. 2050), *पाणिनीयशिक्षा*, उज्जयिनी : कालिदास अकादमी।
7. कौण्डिन्न्यायन, शिवराज आचार्य (व्याख्याकार), (2012), *पाणिनीयशिक्षा*, वाराणसी : चौखम्बा विद्याभवन।
8. पं, भगवद्दत्त, (2008), *वैदिक वाङ्मय का इतिहास* - खण्ड 1–3, परिवर्धक तथा सम्पादक : सत्यश्रवा एम. ए., विजय कुमार गिविन्दराम हासानन्द, दिल्ली।

DSE COURSES:

PHILOSOPHY

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Philosophy of Upaniṣads

Course Objectives:

1. Presenting a holistic concept of the term Upanishad, its definition and context.
2. Introducing the tenets of Sṛṣtividyā, Jīva, Ātmā, Brahma and moksha from aupanishadic viewpoint.
3. Elaborating upon the central tendency of Upanishads along with prominent principles therein.
4. Highlighting the philosophical values of Chāndogya, Bṛhadaraṇyaka and Śvetāśvatar Upanishads.
5. Facilitating students' understanding about aupanishadic theology and its relevance today.

Learning outcomes:

After the completion of this course, the students will:

1. Define Upanishads in own words and outline their subject matter as well as key concepts.
2. Elaborate upon basic principles of Upanishads such Jīva, Ātmā, Brahma, moksha and so.
3. Give description about the number of Upanishads and their characteristics.
4. Explain the conceptual terms of Chāndogya, Bṛhadaraṇyaka and Śvetāśvatar Upanishads.
5. Establish relevance of aupanishadic theology in solving psycho-physical issues in the current scenario.
6. Provide logical means of applying aupanishadic knowledge for peace, harmony and universal welfare.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Philosophy of Upaniṣads	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Survey of Aupaniṣadic Literature:
  - Numbers.
  - Message.
  - Prominent principles.
  - Principal Upanishads.
  - Sṛṣtividyā.
  - Jīva.

- Ātmā.
- Brahma.
- Brahma-prapti.

Unit II **Credit 1**

- Chāndogya Upaniṣad, Chapter VI
- Bṛhadaraṇyaka Upaniṣad, Chapter IV, Brahmaṇ V

Unit III **Credit 1**

- Śvetāśvataropaniṣad, Chapter I & II

Unit IV **Credit 1**

- Śvetāśvataropaniṣad, Chapter III & IV

Essential/Recommended Readings/Texts:

1. Ranade, Ramachandra Dattatraya, (1926). *A Constructive Survey of Upaniṣadic Philosophy*. Pune: Oriental Books Agency.
2. Deussen, Paul, (1972). *The Philosophy of the Upaniṣads*. Calcutta: Education Enterprise.
3. Dasgupta, Surendranath, (1975). *A History of Indian Philosophy*. Delhi: Motilal Banarsidass.
4. Sharma, Tulsiram, (1985). *Śvetāśvatara Upaniṣad*. Delhi: Eastern Book Linkers.
5. Radhakrishnan, S., (1989). *The Principal Upaniṣads* (Centenary ed.). Delhi: Delhi University Press.
6. Chaubey, Vrajbihari, (1996). *Saṃskṛta Vāṅmaya kā Bṛhad Itihāsa* (Vol. 1). Lucknow: Uttar Pradesh Sanskrit Sansthan.
7. Ranade, Ramachandra Dattatraya, (2011). *Upaniṣad Darśana kā Racanātmaka Sarvekṣaṇa*. Jaipur: Rajasthan Hindi Granth Academy.
8. Poddar, Hanuman Prasad (Ed.), (2014). *Īśādi Ekādaśa Upaniṣad (Eleven Principal Upaniṣads)*. Gorakhpur: Gita Press.
9. Madhvananda, Swami, (2023). *Bṛhadāraṇyaka Upaniṣad*. Kolkata: Advaita Ashrama.
10. Gambhirananda, Swami, (2024). *Chāndogya Upaniṣad*. Kolkata: Advaita Ashrama.

Difficulty Level 600-699

Credits - 4 Hours - 60

DSE 1.A.2: Pratyabhijñā of Kshemaraja - Text and Tradition

Course Objectives:

1. Equipped students with a deep understanding of Śaiva Darśana.
2. Understanding the core concept of Pratyabhijñā philosophy.
3. Analyse the Āgama-nigama distinction and types of Āgama.
4. Exploring Śaiva, Śākta Āgamas, kula, krama and Pratyabhijñā.
5. Inspiring learners to practice steps discoursed under the Pratyabhijñā philosophy.

Learning outcomes:

After the completion of this course, the students will:

1. A deep understanding of Śaiva, Śākta Āgamas, kula, krama and Pratyabhijñā tradition, texts and scholars.
2. Conceptual clarity of principles of Pratyabhijñā.
3. Understand concepts of Ābhāsa, spanda and Vimarśa etc.
4. Explain the covert details contained in the major principles of the Pratyabhijñā.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	**Pratyabhijñā of Kshemaraja - Text and Tradition**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Śaiva Darśana: A brief introduction. — Credit 1

- Śaiva Darśana: Text and Traditions.
- Āgama Śāstra, Spanda Śāstra, Pratyabhijñā Śāstra.
- Characterstics of Āgama and Nigama.
- Types of Āgama: Śaiva Āgama, Śākta Āgama.
- Kula, Krama, Spanda, Pratyabhijñā.
- Major Acāryas of Pratyabhijñā Darśana and their texts.

Unit II Pratyabhijñāhṛdayaṁ. — Credit 1

- Citiḥ Svatantrā viśvasiddhihetuḥ (Sūtra 1)
- Svecchayā Svabhittau Viśvamunmīlayati (Sūtra 2)
- Tannānā Aburūpagrāhyāgrāhakabhedāt (Sūtra 3)
- Citi Saṁkocātmā Cetanoapi Saṁkucitaviśvamayaḥ (Sūtra 4)
- Citireva cetanapadādavarūḍhā cetyasaṁkocinī cittaṁ (Sūtra 5)
- Tanmayo Māyāpramātā (Sūtra 6)
- Sa Caiko dvirūpastrimayacacaturātmā saptapañcakasvabhāvaḥ (Sūtra 7)

Unit III Pratyabhijñāhṛdayaṁ. — Credit 1

- Tadbhūmikāḥ sarvadarśanasthitayaḥ (Sūtra 8)

- Balalābhe viśvamātmasātkaroti (Sūtra 15)
- Tathāpi tadvat pañcakṛtyāni karoti (Sūtra 10)
- Ābhāsana-raktavimarśana-Bījāvasthāpana-vilāpanatastāti (Sūtra 11)
- Tadparijñāne svaśaktibhirvyāmohitatā saṁsāritvāt (Sūtra 12)
- Tatparijñāne chittamevaantarmukhībhāvena cetanapadādhyārohāt citiḥ (Sūtra 13)
- Citivahnirvarohapade Channoapi mātrayā meyendhanaṁ pluṣyati (Sūtra 14)

Unit IV Pratyabhijñāhṛdayaṁ. Credit 1

- Citiḥ Svatantrā viśvasiddhihetuḥ (Sūtra 15)
- Cidānandalābhe dehādiṣu cetyamāneṣvapi cidaikātmyapratipattidārḍhyajīvanmuktiḥ (Sūtra 16)
- Madhyavikāsāccidānandalābhaḥ (Sūtra 17)
- Vikalpakṣaya-śaktisaṁkocavikāsavācchedādyantakoṭinibhānalādaya ihopāyāḥ (Sūtra 18)
- Samādhisaṁskāravati vyutthāne bhūyo bhūyaścidaikyāmarśānnityodisamādhilābhḥ (Sūtra 19)
- Tadāprakāśanandasāramahāmantravīryātmakapūrṇṇhantāveśātsadāsarvasargasaṁhāri kārinijasaṁviddevatācakreśvaratāprāptirbhavtīti śivaṁ… mahāhradānusaṁdhānaānmantravīryānubhavaḥ (Sūtra 20-22)

Essential/Recommended Readings/Texts:

1. Utpaladeva, (1918–1921). *Īśvara-pratyabhijñā*, with *Vimarśinī* of Abhinavagupta, ed. Madhusudan Kaul. Srinagar: Kashmir Series of Texts and Studies.
2. Abhinavagupta, (1938–1943). *Īśvara-pratyabhijñā-vivṛti-vimarśinī*, ed. Madhusudan Kaul. Srinagar: Kashmir Series of Texts and Studies.
3. Pandey, K. C., (1963). *Abhinavagupta: An Historical and Philosophical Study* (2nd rev. ed.). Varanasi: Chowkhamba Sanskrit Series Office.
4. Utpaladeva, (1986). *Īśvara-pratyabhijñā-kārikā*, with *Vimarśinī* of Abhinavagupta and *Bhāskarī* of Bhāskarakaṇṭha, ed. Subrahmaṇya Ayyar & Kantichandra Pandey (3 vols.). Delhi: Motilal Banarsidass.
5. Lawrence, David Peter, (1992). *Argument and the Recognition of Śiva: The Philosophical Theology of Utpaladeva and Abhinavagupta*. PhD Dissertation. Chicago: University of Chicago.
6. Mishra, Kamalakar, (1993). *Kashmir Shaivism*. Cambridge (MA): Rudra Press.
7. Kṣemarāja, (2004). *Pratyabhijñāhṛdayam*, comm. Jayadeva Singh. Delhi: Motilal Banarsidass.
8. Rastogi, Navjivan, (2011). *Kāśmīr kī Śaiva Saṃskṛti meṃ Kula aur Krama Mata*. New Delhi: D. K. Printworld.
9. Rastogi, Navjivan, (2012). *Abhinavagupta kā Tantrāgamīya Darśana*. Sagar: Viśvavidyālaya Prakāśan.
10. Rastogi, Navjivan, (2013). *Kāśmīr Śivādvayavāda meṃ Pramāṇa-cintana*. Ahmedabad: Lalbhai Dalpatbhai Institute of Indology.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Yogasūtra of Patanjali

Course Objectives:

1. Defining Yoga as a means of attaining the ultimate goal of human life.
2. Providing an understanding of the metaphysical and epistemological theories under Yoga philosophy.
3. Introducing varied schools of yoga among Vedic, Bauddha, Jain, Shaiva and Vaishnav traditions.
4. Developing critical knowledge of the core principles and practices as per the Yogasūtra of Patanjali.
5. Inspiring learners to practice steps discoursed under the Yoga philosophy of Patanjali.

Learning outcomes:

After the completion of the course, the students will:

1. Define Yoga as per various schools of Indian philosophy including Bauddha, Jain, Shaiva and Vaishnav.
2. Differentiate among the concepts of yoga among various sects and schools of philosophy.
3. Enumerate eight parts of Yoga philosophy along with the sub-parts of Yama and Aasana.
4. Explain the covert details contained in the major principles of the Yogasūtra of Patanjali.
5. Appreciate the depth, reality and practicality of sutras of Patanjali's Yogasūtra.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.3	Yogasūtra of Patanjali	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Yoga tradition in India: Vedic, Bauddha, Jain, Shaiva, Vaishnav.
- Yogasūtra: Samādhipāda.
- Cittabhūmis, Cittavṛttis, Pramāṇa-Mīmāṃsā, Means of Cittavṛttinirodha, Īśvara, Samprajñāta & Asamprajñāta Samādhi, Citta-samāpatti & study of remaining part.

Unit II **Credit 1**

- Yogasūtra: Sādhanapāda.
- Kriyāyoga, Pañcakleśa, Karmāśaya, Karmaphala bheda, Heya evaṃ Heyahetu, Aṣṭāṃgayoga.

Unit III **Credit 1**

- Yogasūtra: Vibhūtipāda.

- Dhāraṇā, Dhyāna, Samādhi, Trividha Cittapariṇāma, Dharma-Dharmi svarūpa, Siddhi's, Kaivalya.

Unit IV **Credit 1**

- Yogasūtra: Kaivalyapāda.
- Pañcavidha Siddhi, Jātyantara Pariṇāma, Nirmāṇa citta, Four Types of Karma, Jīvanmukti, Dharmamegha Samādhi, Kaivalya & study of remaining part.

Essential/Recommended Readings/Texts:

1. स्वामी हरिहरानन्द आरण्यक (व्याख्याकार), (1974), *पातञ्जलयोगदर्शनम् - पतंजलि,* दिल्ली : मोतीलाल बनारसीदास।
2. महाप्रभु लाल गोस्वामी (अनुवादक), (1983), *योगसूत्रम् - पतंजलि* वाराणसी : चौखम्बा संस्कृत संस्थान।
3. रमाशंकर त्रिपाठी (अनुवादक), (1985), *योगसूत्रम् - पतंजलि*, वाराणसी : कृष्णदास अकादमी।
4. Yogasūtram – Patanjali, (Ed.) J. R. Ballantyne, (1985), *Yogasūtram*, Delhi: Pious Book Corp.
5. सुरेश चन्द्र श्रीवास्तव (व्याख्याकार), (1993), *पातञ्जलयोगदर्शनम् - पतंजलि*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।

Additional Readings:

1. Hiriyanna, M. (1956), *Outlines of Indian Philosophy*, London.
2. Pandey, R. C, (1966), *Panorama of Indian Philosophy* (English & Hindi versions), Delhi: M. L. B. D.
3. Radhakrishnan, S, (1967), *Indian Philosophy* (Vols. I–II), London.
4. Devaraja, N. K, (1972), *Introduction to Sańkara's Theory of Knowledge*, Delhi: M. L. B. D.
5. Dasgupta, S. N, (1975), *History of Indian Philosophy* (Vols. I–V). Delhi: M. L. B. D.
6. उपाध्याय, बलदेव, (2001), *भारतीय दर्शन*, वाराणसी : शारदा मन्दिर।
7. शर्मा, चन्द्रधर, (2004), *भारतीय दर्शन: आलोचन और अनुशीलन*, दिल्ली : मोतीलाल बनारसीदास।
8. Mahadevan, T, M. P. (2006), *Philosophy of Advaita*, Delhi: Bharatiya Kala Prakashan.
9. शर्मा, राममूर्ति, *अद्वैत वेदान्त इतिहास तथा सिद्धान्त*, दिल्ली : इस्टर्न बुक लिमिटेड।

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Vedāntasāra of Sadānanda

Course Objectives:
1. Equipped students with a deep understanding of Advaita Vedānta.
2. Providing an understanding of the knowledge framework through Pramāṇa and Anubandha Catuṣṭaya.
3. Introducing text and traditions of Vedānta Darśana.
4. Developing critical knowledge of the core principles and practices as per the Vedāntasāra of Sadānand.
5. Inspiring learners to practice steps discoursed under the Vedānta philosophy.

Learning outcomes:
After the completion of the course, the students will:
1. A deep understanding of Vedantic tradition, texts and scholars.
2. Conceptual clarity of principles of Advaita Vedānta.
3. Develop ability to interpret six Pramāṇas and three state of consciousness: Jāgrata, Svapna and Suṣupti.
4. Understand concepts of Anubandha Catuṣṭaya, Ajñāna, Brahma, Jīva, Jīvanamukti, Vivarta and Vikāra Catuṣṭaya etc.
5. Explain the covert details contained in the major principles of the Advaita Vedānta.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.1	Vedāntasāra of Sadānanda	04	0	0	04

Details of Course:

Unit I Vedānta: Text and Traditions. **Credit 1**
- Origin development of Vedānta paramparā.
- Introduction to Prasthānatrayī: Upaniṣada, Brahmasūtra and Śrīmadbhagavadgītā.
- Brahmasūtra and its different commentaries (Bhāṣya)
- Major Acāryas of Vedānta and their texts.

Unit II Vedāntasāra. **Credit 1**
- Vedāntasāra: Anubandha Catuṣṭaya: Viṣaya, Adhikārī, Sambandha and Prayojana (Vedāntasara 01-05)
- Ajñāna: Āvaraṇa Śkti and Vikṣepa Śakti, Īśvara, four stages of Jīva, Jīva, Jagat (Vedāntasara 06-10)
- Kāraṇa: Nimittakāraṇa and Upādānakāraṇa (Vedāntasara 11-12)

Unit III Vedāntasāra. **Credit 1**

- Śarīratraya: Kāraṇaśarīra, Sūkṣmaśarīra, Sthūlaśarīra.
- Pañcakośa: Ānandamayakoṣa, Vijñānamayakoṣa, Manomayakoṣa, Prāṇamayakoṣa, Annamayakoṣa (Vedāntasara 13-14)
- Pañcīkaraṇa, Sthūlasṛṣṭi, Sthūlamahāprapañca (Vedāntasara 15-18)
- Pūrvapakṣa (Vedāntasara 19-20)

Unit IV Vedāntasāra. **Credit 1**

- Apavāda (Vedāntasara 21-22)
- Interpretation of Mahāvākya (Vedāntasara 23-27)
- Explanation of Anubhavākya (Vedāntasara 28-30)
- Concept of Samādhi:
    - Savikalpaka Samādhi (Vedāntasara 30-33)
    - Nirvikalapaka Samādhi (Vedāntasara 30-33)
- Jīvanamukt (Vedāntasara 34-38)

Essential/Recommended Readings/Texts:

1. The *Vedāntasāra* or *Manual of Advaita Philosophy* of Paramahansa Sadananda Jogindra, (1883), Calcutta: The Editors, No. 127, Mujeed Bari Street.
2. *Vedāntasāra* of Sadānanda with the commentary *Bālabodhini* of Apadeva and a critical English introduction by Prof. K. Sundararama Aiyar, M. A. (1911), Srirangam: Shri Vani Vilas Press.
3. *Vedāntasāra* of Sadānanda, (1931), Mayavati, Almora, Himalayas: Advaita Ashrama.
4. The *Vedāntasāra* of Sadānanda together with the commentaries of Nṛsiṁhasarasvatī and Rāmatīrtha, edited with notes and indices by Colonel G. A. Jacob and Pānduranga Jīwāji, (1934), Bombey: Fifth Edition.
5. वेदान्तसार, सदानन्द, व्याख्याकार–आद्याप्रसाद मिश्र, (1999), इलाहाबाद : अक्षयवट प्रकाशन।
6. वेदान्तसार, सदानन्द, व्याख्याकार–राकेश शास्त्री, (2004), दिल्ली : परिमल पब्लिकेशन्स।
7. वेदान्तसार, सदानन्द, व्याख्याकार–रामशरण त्रिपाठी शास्त्री, (2018), वाराणसी : चौखम्बा विद्याभवन।

Additional Readings:

1. Tripathi, Manassukkarama Suryarama, (1901), *The Vedant Philosophy*, Kalikadevi Road: N. M. T. and Company.
2. Majumdar, Sridhar, (1927), *The Vedant Philosophy or Brahmasutra*, Bankipore: Surendra Nath Bhattacharya, M. A., Professor of Sanskrit, B. N. College.
3. Mukhopadyaya, Pramathanath, (1928), *Introduction to Vedanta Philosophy*, Calcutta: The Book Company Limited.
4. Hiriyanna, M, (1956), *Outlines of Indian Philosophy*, London: George Allen & Unwin.
5. Pratyagatmananda, Swami, (1961), *Fundamentals of Vedant Philosophy*, Madras: Ganesha & Company (Madras) Private Ltd.
6. Pandey, R. C, (1966), *Panorama of Indian Philosophy (English & Hindi versions)*, Delhi: Motilal Banarsidass.

7. Radhakrishnan, S, (1967), *Indian Philosophy* (Vols. I–II), London: George Allen & Unwin.
8. Devaraja, N. K, (1972), *Introduction to Śaṅkara's Theory of Knowledge*, Delhi: Motilal Banarsidass.
9. Dasgupta, S. N, (1975), *History of Indian Philosophy* (Vols. I–V), Delhi: Motilal Banarsidass.
10. उपाध्याय, बलदेव, (2001), *भारतीय दर्शन*, वाराणसी: शारदा मन्दिर।
11. शर्मा, चन्द्रधर, (2004), *भारतीय दर्शन: आलोचन और अनुशीलन*, दिल्ली: मोतीलाल बनारसीदास।
12. Mahadevan, T. M. P, (2006), *Philosophy of Advaita*, Delhi: Bharतीya Kala Prakashan.
13. शर्मा, राममूर्ति, *अद्वैत वेदान्त इतिहास तथा सिद्धान्त*, दिल्ली: इस्टर्न बुक लिमिटेड।
14. Abhedanand, Swami, *Vedanta Philosophy*, New York: Vedanta Society.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Introduction to Sarvadarśanasaṃgraha

Course Objectives:

1. Presenting the text of Madhvacharya's Sarvadarśanasaṃgraha as a source of authentic commentary upon Indian schools of philosophy.
2. Introducing the pivotal principles of various Indian school of philosophy.
3. Enabling learners to understand the theological values of diverse philosophies and their contradiction with the similar notions.
4. Highlighting the elements of metaphysics, epistemology and axiology of various schools of philosophy.
5. Enhancing students' skill to compare and contrast the theological principles of various philosophies.

Learning outcomes:

After the completion of this course, the students will:

1. Enumerate various schools of Indian philosophy.
2. Give a brief introduction of metaphysics, epistemology and axiology of various schools of philosophy.
3. Compare the ideologies to establish similarities and contradictions among the schools of Indian philosophy.
4. Explain various principles of Indian schools of philosophy so as to describe their features in detail.
5. Apply the theological maxims of various schools in order to elaborate their practicality in day-to-day life for the peace, harmony, and welfare of humanity.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.2	Introduction to Sarvadarśanasaṃgraha	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Charvaka Philosophy.
- Buddhist Philosophy.
- Arhat (Jain) Philosophy.
- Ramanuja (Vishishtadvaita-Vedanta) Philosophy.

Unit II **Credit 1**

- Purnapragya (Dvaita-Vedanta) Philosophy.
- Nakulish (Pashupat) Philosophy.
- Shaiva Philosophy.
- Pratyabhijna (Kashmiri Shaiva) Philosophy.

Unit III **Credit 1**

- Raseshwar (Ayurveda) Philosophy.
- Aulukya (Vaisheshika) Philosophy.
- Akshapad (Nyaya) Philosophy.
- Jaimini (Mimamsa) Philosophy.

Unit IV **Credit 1**

- Panini (Grammar) Philosophy.
- Sankhya Philosophy.
- Patanjala (Yoga) Philosophy.
- Shankara (Advaita-Vedanta) Philosophy.

Essential/Recommended Readings/Texts:

1. Mādhavācārya. (1882). *Sarvadarśanasangraha*. Translated by E. B. Cowell and A. E. Gough. Delhi: Motilal Banarsidass.
2. Mādhavācārya. (2002). *Sarvadarśanasangraha*. Edited by Madan Mohan Agrawal. Delhi: Chaukhamba Surabhārati Prakashan.
3. माधवाचार्य. (1964). *सर्वदर्शनसंग्रह*. व्याख्याकार: उमाशंकर शर्मा ऋषि. वाराणसी: चौखम्बा विद्याभवन।
4. माधवाचार्य. (2019). *सर्वदर्शनसंग्रह*. व्याख्याकार: जनार्दन प्रसाद राटाटे. वाराणसी: चौखम्बा विद्याभवन।

Additional Readings:

1. उपाध्याय, बलदेव, (1946), *बौद्ध दर्शन*, बनारस : शारदा मन्दिर।
2. Radhakrishnan, S., (1933), *Indian Philosophy, Vols. I–II,* London: George Allen & Unwin.
3. जैन, महेन्द्र कुमार, (1966), *जैन दर्शन*, वाराणसी : जैन ग्रन्थमाला।
4. Dasgupta, S. N., (1975), *History of Indian Philosophy, Vols. I–V*, Delhi: Motilal Banarsidass.
5. शर्मा, चन्द्रधर, (2004), *भारतीय दर्शनः आलोचन और अनुशीलन*, दिल्ली : मोतीलाल बनारसीदास।
6. नरेन्द्रदेव, आचार्य, (2015), *बौद्ध धर्म-दर्शन*, दिल्ली : मोतीलाल बनारसीदास।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Contemporary Indian Philosophy

Course Objectives:

1. Equipped students with a deep understanding of Modern Indian and western philosophical Interface.
2. Understanding the core concept of Contemporary Indian Philosophy
3. Analyse the concepts and thoughts of various contemporary Indian philosophers.
4. Exploring various aspects of contemporary Indian philosophy and philosophers.
5. Analyse contributions of Indian Philosophers to global thought.

Learning outcomes:

After the completion of the course, the students will:

1. Develop a deep understanding of contemporary Indian philosophy, its texts and scholars.
2. Conceptual clarity of various aspects of contemporary Indian philosophical thoughts.
3. Understand concepts of Advaita in modern times, Non-violence, Ekatma Manavavad etc.
4. Cultivate inner awareness and self-realization through various thoughts of contemporary philosophy.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.3	Contemporary Indian Philosophy	04	0	0	04

Details of Course:

Unit I Modern Indian and western philosophy Interface. **Credit 1**

- Historical context of Indian and western philosophical exchanges.
- Colonialism and philosophical encounters.

Unit II Contemporary Indian Philosophy: A brief survey and introduction. **Credit 1**

- A brief survey and introduction of contemporary Indian Philosophical thoughts.
- Swami Vivekanad and Advaita Vedānta.
- Aurobindo and his philosophical thoughts.
- Philosophical thoughts of J. Krishnamurti.
- Ramana Maharshi and his thoughts.
- Philosophical thoughts of Narayana Guru.

Unit III Contemporary Indian social philosophy. **Credit 1**

- Works and thoughts of Mahatma Gandhi, Bhimarao Ambedakar, Vinayaka Damodar Savarkar.
- Contribution of Bal Gangadhar Tilak and Rabindra Nath Tagore.

Unit IV Contemporary Indian philosophy: Social, Political, educational reforms.
Credit 1

- Contribution and thoughts of Isvar Chandra Vidyasagar, Mahamana Madan Mohan Malviya, Sarvapalli Radhakrishnan.
- Deen Dayal Upadhyaya and his 'Ekatma Manavadarshana.'

Essential/Recommended Readings/Texts:

1. The complete works of Swami Vivekanand, (1922), Mayavati, Almora, Himalayas: Prabuddha Bharat Office.
2. The Complete works of Swami Vivekanand, Vol. 1, (1957), Calcutta: Advaita Ashrama.
3. Radhakrishnan, S., (1958), *East and West in Religion*, George Allen and Unwin.
4. Radhakrishnan, S., (1967), *Indian Philosophy*, Vol. I–II, London.
5. Aurobindo, Sri, (1997), *Complete work of Sri Aurobindo*, Sri Aurobindo Ashram.
6. उपाध्याय, बलदेव, (2001), भारतीय दर्शन, वाराणसी : शारदा मन्दिर।
7. Aurobindo, Sri, (2005), *Life Divine*, Sri Aurobindo Ashram.
8. Mitra, Subal Chandra, (2008), *Isvar Chandra Vidyasagar, A story of His life and work*, Rupa Publications.
9. Krishnamurti, J., (2010), *Freedom From the Known*, Ebury Digital.
10. Krishnamurti, J., (2013), *The First and the Last Freedom*, Rider & Co.
11. चौबे, देवव्रत, (2016), मदनमोहन मालवीय का दर्शन, वाराणसी : विश्वविद्यालय प्रकाशन।
12. Krishnamurti, J., (2021), *Awakening the Intelligence*, Krishnamurti Foundation Trust.
13. उपाध्याय, दीनदयाल, (2022), एकात्म मानववाद, प्रभात प्रकाशन।
14. The works of Narayana Guru, (2022), Trans. by Vinaya Chaitanya, HarperCollins, India.
15. Radhakrishnan, S., (2023), *The Philosophy of Rabindra Nath Tagore*, Gyan Publishing House.
16. Tilak, Bal Gangadhar, (2023), *The Arctic Home in The Vedas*, Sanage Publishing House.

Additional Readings:

1. Gopal, S., (1927), *The Story of My Experiments in Truth*, Navajivan Publishing House.
2. Hiriyanna, M., (1956), *Outlines of Indian Philosophy*, London.
3. Satprem, (1970), *Sri Aurobindo or the Adventure of Conciousness*, Mysore, India: Techprints.

4. Devaraja, N. K., (1972), *Introduction to Saṅkara's Theory of Knowledge*, Delhi: M. L. B. D.
5. Dasgupta, S. N., (1975), *History of Indian Philosophy*, Vols. I–V, Delhi: M. L. B. D.
6. The Collected Works of Ramana Maharshi, (1997), Ed. Arthur Osborne, Red Wheel/Weiser.
7. Lata, Kusum, (2018), *Contribution of Bal Gangadhar Tikal to Indina Socio-Political Thoughts*, Akinik Publications.
8. Sampath, Vikrama, (2022), *Savarkar: Echoes from a Forgotten Past 1883–1924, A Contested Legacy 1924–1966*, Penguin, India.
9. The Complete Works of Bal Gangadhar Tilak, (2025), Abhishek Publication.

DSE COURSES:

SAHITYAM

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Sanskrit Prose Literature

Course Objectives:

1. To introduce students to Sanskrit prose (Gadya) through a systematic historical overview.
2. To acquaint learners with major Sanskrit prose romances and narrative compositions.
3. To familiarize students with themes, stylistic features, and narrative techniques of Sanskrit prose.
4. To enable critical appreciation of representative Sanskrit prose texts within the broader Sanskrit literary tradition.

Learning Outcomes:

After completion of this course, the students will:

1. Understand the historical development of Sanskrit prose from early Vedic and post-Vedic forms to classical Gadya.
2. Analyze and interpret prescribed portions from classical Sanskrit prose texts.
3. Appreciate narrative structure, characterization, and stylistic excellence in Sanskrit prose literature.
4. Apply basic theoretical concepts of Sanskrit prose (Gadya-lakṣaṇa and Gadya-bheda) to textual analysis.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Sanskrit Prose Literature	04	0	0	04

Details of Course:

Unit I History of Sanskrit Prose. **Credit 1**

- Development of prose from Brāhmaṇa and Upaniṣadic prose to classical Ākhyāyikā and Kathā.
- Early narrative prose traditions.
- Major prose writers and their contribution: Subandhu, Daṇḍin, Bāṇabhaṭṭa.
- Characteristics of classical Sanskrit prose style.

Unit II Theory of Sanskrit Prose. **Credit 1**

- Definition and nature of Gadya.
- Types of prose: Ākhyāyikā, Kathā, Campū (introductory)
- Stylistic features: Ojas, Prasāda, and narrative continuity.

Unit III Kādambarī (Bāṇabhaṭṭa) **Credit 1**

- Pūrvabhāga: From Maṅgalācaraṇa to Śūdraka-varṇana.

- Vindhyatavi Varnanam.
- Śukanāsopadeśa.

Unit IV Daśakumāracaritam (Daṇḍin) **Credit 1**

- Ucchvāsa I
- Ucchvāsa II
- Ucchvāsa III

Essential/Recommended Readings/Texts:

1. Gokak, V. K., (1979), *The Concept of Indian Literature*, Delhi: Munshiram Manoharlal.
2. Kane, P. V. (Ed.), (1987), *Harṣacaritam of Bāṇabhaṭṭa*, Delhi: Motilal Banarsidass.
3. Winternitz, Maurice, (1991), *History of Indian Literature*, Delhi: Motilal Banarsidass.
4. Kale, M. R. (Ed.), (1992), *Daśakumāracaritam of Daṇḍin*, Delhi: Motilal Banarsidass.
5. Sharma, U. S., (1999), *Saṃskṛta Sāhitya kā Itihāsa*, Delhi: Prabhat Prakashan.
6. Bāṇabhaṭṭa, (2004), *Kādambarī*, Varanasi: Chaukhamba Sanskrit Sansthan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Sanskrit Drama Literature

Course Objectives:

1. To introduce students to Sanskrit drama (Nāṭya) through its theoretical and historical foundations.
2. To acquaint learners with major Sanskrit dramatic works and playwrights.
3. To familiarize students with dramaturgical structure, rasa theory, and stage conventions.
4. To enable informed appreciation of Sanskrit drama as a composite literary and performative art.

Learning Outcomes:

After completion of this course, the students will:

1. Understand the origin and evolution of Sanskrit drama based on the Nāṭyaśāstra tradition.
2. Analyze and interpret selected acts from classical Sanskrit dramas.
3. Appreciate rasa, character portrayal, and dramatic construction.
4. Apply fundamental concepts of Sanskrit dramaturgy such as rūpaka, sandhi, and avasthā.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Sanskrit Drama Literature	04	0	0	04

Details of Course:

Unit I Origin and Development of Sanskrit Drama. **Credit 1**

- Nāṭyotpatti according to Nāṭyaśāstra.
- Nature and scope of Nāṭya as a composite art.
- Major dramatic genres: Nāṭaka, Prakaraṇa, Prahasana, Bhāṇa, Vīthī.
- Major Sanskrit dramatists and their contribution.

Unit II Dramatic Theory. **Credit 1**

- Rūpaka-bheda (classification of dramatic forms)
- Nāṭaka-lakṣaṇam.
- Dramatic structure: Sandhi and Avasthā.
- Rasa realization in drama.

Unit III Kuṇḍamālā (Dignāga) **Credit 1**

- Acts I - V

Unit IV Mṛcchakaṭikam (Śūdraka) **Credit 1**

- Act I - IV
- Act X

Essential/Recommended Readings/Texts:

1. Tripathi, Shaligram (Ed.), (1982), *Mṛcchakaṭikam of Śūdraka*, Varanasi: Chaukhamba Vidyabhavan.
2. Bhat, G. K., (1985), *Sanskrit Drama*, Bombay: Bharatiya Vidya Bhavan.
3. Janaki, S. S., (1995), *Sanskrit Drama in Theory and Practice*, Delhi: Motilal Banarsidass.
4. Dhananjaya, (2005), *Daśarūpaka*, Varanasi: Chaukhamba Surbharati Prakashan.
5. Bharata, (2006), *Nāṭyaśāstra*, Varanasi: Chaukhamba Surbharati Prakashan.
6. Dahal, Lokmani (Ed.), (2008), *Kuṇḍamālā of Dignāga*, Kathmandu: Ratna Pustak Bhandar.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Kāvyaprakāśa

Course Objectives:

1. To enable close reading of Kāvyaprakāśa.
2. To study śabdavṛtti and kāvyabheda as presented by Mammaṭa.
3. To understand the structure and function of Alaṅkāras through textual definitions and illustrations.
4. To train students in alaṅkāra-nirṇaya.

Learning Outcomes:

After completion of this course, the students will:

1. Explain Kāvya-lakṣaṇa and Kāvya-prayojana according to Ullāsa I.
2. Analyze poetic meaning through Abhidā, Lakṣaṇā, and Vyañjanā.
3. Distinguish Uttama, Madhyama, and Adhama Kāvya on textual grounds.
4. Identify, define, and illustrate major Alaṅkāras as treated in Ullāsa X.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.3	Kāvyaprakāśa	04	0	0	04

Details of Course:

Unit I Kāvyasvarūpa-nirūpaṇa (Ullāsa I) **Credit 1**

- Maṅgalācaraṇa.
- Kāvyalakṣaṇā.
- Kāvya-prayojana.
- Nature of poetic expression.

Unit II Śabdavṛtti (Ullāsa II) **Credit 1**

- Abhidā - vācyārtha, vācaka-śabda.
- Lakṣaṇā - conditions and types:
  - Upādāna, Lakṣaṇā-lakṣaṇā, Śuddhā, Gauṇī, Sāropa, Sādhyavasānā.
- Vyañjanā - vyaṅgyārtha.

Unit III Kāvyabheda-nirūpaṇa (Ullāsa III) **Credit 1**

- Dhvani / Uttama Kāvya.
- Guṇībhūta-Vyaṅgya / Madhyama Kāvya.
- Chitra / Adhama Kāvya.

Unit IV Alaṅkāra-nirūpaṇa (Ullāsa X) (Textual Study of 25 Selected Alaṅkāras) **Credit 1**

- Study of lakṣaṇa, bheda, and udāharaṇa of the following Alaṅkāras as defined in Kāvyaprakāśa, Ullāsa X:

- Upamā
- Rūpaka
- Utprekṣā
- Apahnuti
- Atiśayokti
- Dīpaka
- Yathāsaṃkhya
- Arthāntaranyāsa
- Vyatireka
- Viśeṣokti
- Sandeha
- Vyājastuti
- Samāsokti
- Parisaṃkhyā
- Hetu
- Kāraṇa
- Kārya
- Anumāna
- Vibhāvanā
- Viśeṣaṇa
- Sahokti
- Parivṛtti
- Punaruktivadābhāsa
- Tulyayogitā
- Saṃśaya

Essential/Recommended Readings/Texts:

1. Mammaṭa. Kāvyaprakāśa with Vṛtti. Ed. R. C. Dwivedi. Chaukhamba Surbharati Prakashan.
2. Jhalkikar, T. G. Kāvyaprakāśa with Commentaries. BORI.
3. Kane, P. V. Sanskrit Poetics. Motilal Banarsidass.
4. De, S. K. History of Sanskrit Poetics. Motilal Banarsidass.
5. Raghavan, V. Some Concepts of Alaṅkāra Śāstra. Adyar Library.

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Nāṭyaśāstra: Text, Theory, Forms, and Practice

Course Objectives:
1. Introduce the Indian tradition of dramaturgy (Nāṭyavidyā)
2. Familiarize students with major texts and thinkers of Nāṭyaśāstra
3. Explain the core elements of drama such as rasa, bhāva, and abhinaya
4. Present the classification and structure of dramatic forms (rūpakas)
5. Develop practical understanding and performance skills
6. Integrate theory with practice in accordance with Indian performance traditions

Learning Outcomes:
After completing the course, the students will:
1. Explain the origin, scope, and significance of Nāṭyaśāstra
2. Identify major thinkers and texts in the Nāṭya tradition
3. Describe and analyze elements of drama such as rasa, bhāva, and abhinaya
4. Distinguish between various forms of Sanskrit drama (rūpakas)
5. Apply Nāṭyaśāstra principles in performance and production contexts
6. Appreciate Sanskrit drama as a theoretical, aesthetic, and performative system

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Nāṭyaśāstra: Text, Theory, Forms, and Practice	04	0	0	04

Details of Course:

Unit I Indian Art Tradition and Origin of Nāṭya. **Credit 1**
- Indian Art Forms (Bhāratīya Kalā Paramparā)
- Concept of Nāṭya as the Fifth Veda.
- Origin and development of Nāṭya
- Nāṭya as a synthesis of lokavṛtti and nāṭyavṛtti.
- Scope and objectives of Nāṭyavidyā.

Unit II Texts and Thinkers of Nāṭyaśāstra. **Credit 1**
- Bharata and the Nāṭyaśāstra.
- Structure, contents, and significance of Nāṭyaśāstra.
- Major allied texts:
  - Daśarūpaka.
  - Bhāvaprakāśana.
- Commentarial tradition: Abhinavabhāratī.
- Historical development of Nāṭyaśāstra studies.

Unit III Elements of Drama (Nāṭya-tattvas) **Credit 1**

- Components of drama.
- Rasa theory.
- Bhāva: sthāyī, vyabhicārī, sāttvika.
- Abhinaya: āṅgika, vācika, āhārya, sāttvika.
- Role of the audience (sahṛdaya)

Unit IV Forms and Structure of Sanskrit Drama (Rūpaka) **Credit 1**

- Classification of drama: Daśarūpaka.
- Kathāvastu (plot and content)
- Nāṭya-sandhi (five dramatic junctures)
- Vṛtti (modes of dramatic representation)
- Illustration of rūpakas through selected Sanskrit dramas.

Unit V Practical Dimensions of Nāṭyaśāstra.

- Nāṭyamaṇḍapa: concept, cosmology, and types.
- Pūrvāraṅga: structure and function.
- Techniques of dramatic presentation.
- Sanskrit drama workshop.
- Introduction to stage production / performance of a Sanskrit play.

Essential/Recommended Readings/Texts:

1. Dhanañjaya, (1955), *Daśarūpaka*, Ed. Bholaśaṅkara Vyāsa, Varanasi: Chaukhamba Vidya Bhavan.
2. Bharata, (2006), *Nāṭyaśāstra*, Ed. Babulal Shukla, Varanasi: Chaukhamba Samskrita Series.
3. Śāradātanaya, (2012), *Bhāvaprakāśana*, Hindi comm. M. M. Agrawal, Varanasi: Chaukhamba Surabharati.
4. Tripathi, Rādhāvallabha, (2012), *Nāṭyaśāstra Viśvakośa*, Delhi: New Bharatiya Book Corporation.
5. Dwivedi, Pāraśanātha (Ed.), (2015), *Nāṭyaśāstra with Abhinavabhāratī* (Vols. I–IV), Varanasi: Sampurnanand Sanskrit University.
6. Dwivedi, Praśānta, (2017), *Nāṭyaśāstra kā Itihāsa*, Varanasi: Chaukhamba Surabharati.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Dhvanyāloka with Locana

Course Objectives:

1. Introduce the foundational principles of Dhvani-siddhānta as formulated in Uddyota I.
2. Explain the limitations of Abhidhā and Lakṣaṇā in poetic meaning.
3. Establish Vyañjanā-śakti as an independent semantic power.
4. Examine Abhāvavādi-khaṇḍana and refutation of rival poetic theories.
5. Enable close reading of Dhvanyāloka with Locana commentary.

Learning Outcomes:

After the completion of this course, the students will:

1. Explain the concept of kāvyārtha and poetic meaning.
2. Distinguish between vācyārtha and dhvanyārtha.
3. Analyze Abhāvavādi-khaṇḍana textually and critically.
4. Apply Vyañjanā-śakti to literary interpretation.
5. Read and interpret Uddyota I kārikās with Locana.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	**Dhvanyāloka with Locana**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Nature of Poetic Meaning (Kāvyārtha-vicāra) **Credit 1**

- Concept of kāvya and kāvyārtha.
- Abhidhā-śakti and vācyārtha.
- Inability of literal meaning to generate camatkāra.
- The view of vācya-mātra-paryavasāna and its limitations.
- Need for a meaning beyond expressed sense.

Unit II Secondary Meaning and Abhāvavādi-khaṇḍana. **Credit 1**

- Lakṣaṇā-śakti: function and scope.
- Vācya-bādha and dominance of lakṣyārtha.
- Abhāvavāda: Dhvani as mere non-expression.
- Refutation of Abhāvavāda (Abhāvavādi-khaṇḍana)
- Establishment of pratīyamāna-artha as positively apprehended.

Unit III Vyañjanā-śakti and Definition of Dhvani. **Credit 1**

- Vyañjanā-śakti as an independent semantic power.
- Distinction between Abhidhā, Lakṣaṇā, and Vyañjanā.
- Avyavadhāna-pratīti of suggested meaning.
- Difference between Vyañjanā and Anumāna.
- Dhvani-lakṣaṇa.
- Vācyārtha–Dhvanyārtha-bheda.

Unit IV Dhvani as the Soul of Poetry (Kāvyasyātmā Dhvaniḥ) Credit 1

- Meaning of ātman in poetic theory.
- Dhvani as the organizing principle of kāvya.
- Refutation of rival theories.
- Role of the sahṛdaya in apprehending Dhvani.
- Abhinavagupta's Locana: philosophical and aesthetic justification.

Essential/Recommended Readings/Texts:

1. Kane, P. V., (1951), *A History of Sanskrit Poetics*, Poona: Motilal Banarsidass.
2. Ingalls, Daniel H. H., (1951), *Anandavardhana and the Theory of Dhvani*, Cambridge: Harvard University Press.
3. De, S. K., (1959), *History of Sanskrit Poetics*, Calcutta: Firma KLM.
4. Ānandavardhana, (1963), *Dhvanyāloka* (with the *Locana* of Abhinavagupta), Ed. Pattabhirama Śāstrī, Varanasi: Chowkhamba Sanskrit Series.
5. Raghavan, V., (1963), *Studies in Dhvanyāloka*, Madras: Adyar Library and Research Centre.
6. Abhinavagupta, (1967), *Abhinavabhāratī*, Varanasi: Chowkhamba Sanskrit Series.
7. Ānandavardhana, (1974), *Dhvanyāloka with the Locana of Abhinavagupta*, Trans. K. Krishnamoorthy, Delhi: Motilal Banarsidass.
8. Viśvanātha Kavirāja, (1985), *Sāhityadarpaṇa*, Varanasi: Chowkhamba Sanskrit Series.
9. Krishnamoorthy, K., (1985), *Indian Poetics*, Delhi: Motilal Banarsidass.
10. Ānandavardhana, (1990), *The Dhvanyāloka of Ānandavardhana with the Locana of Abhinavagupta*, Trans. Daniel H. H. Ingalls, Jeffrey Moussaieff Masson & M. V. Patwardhan, Cambridge: Harvard University Press (Harvard Oriental Series).
11. Mammaṭa, (1994), *Kāvyaprakāśa*, Ed. R. C. Dwivedi, Varanasi: Chowkhamba Vidyabhavan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Kāvyamīmāṁsā of Rājaśekhara

Course Objectives:

1. To introduce the vast and all-encompassing domain of literary works and creativity.
2. To know the literary culture and tradition of India.
3. To understand the place of literature in the India's intellectual discourse.
4. To enable students to apply the literary categories that enhances their literary appreciation and literary creativity.

Learning Outcomes:

1. The students will be familiar with the various competing and innovative views on the central issues in literary theory which are universally pertinent.
2. The texts will make familiar with the literary practices, cultural continuity and diversity of India.
3. The course will be immensely helpful in literary appreciation.
4. The students will also be familiar with the forgotten poeticians and their views.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Kāvyamīmāṁsā of Rājaśekhara	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction to Sanskrit Poetics: Texts and Thinkers.
- Rājaśekhara and his time: major literary debates.

Unit-II **Credit 1**

- The synopsis/the outline of the proposed Kāvymīmaṁsā.
- Place of literature in the India's intellectual disciplines (Chapter 2).
- Origin of literature: The Kāvyapuruṣa and Sāhityavidyā-vadhu (Chapter 3).

Unit III **Credit 1**

- Adhikārī, Kāvyahetu and types of poets (Chapters 4, 5 and 15).
- Language in Literature (Chapters 6 and 7).
- Sources of Literary Meaning (Chapters 8 and 9).

Unit IV **Credit 1**

- Life style of a poet (Chapter 10).
- Inter-textuality: word and meaning (Chapters 11, 12 and 13).
- Poetic Conventions (Chapters 14, 15 and 16).

Unit V **Credit 1**

- Time and Space in Literature (Chapter 17 and 18).
- Appraisal of Kāvymīmaṁsā : text, tradition and innovation.

Essential/Recommended Readings/Texts:

1. Kapoor, Kapil, (1998), *Literary Theory: Indian Conceptual Framework*, Delhi: Affiliated East–West Press.
2. Rājaśekhara, (2000), *Kāvyamīmaṁsā*, Hindi tr. Pandit Kedarnath Sharma Saraswat, Patna: Bihar Rashtrabhasha Parishad.
3. Rājaśekhara, (2000), *Kāvyamīmaṁsā*, Eng. tr. Sadhana Parashar, Delhi: D. K. Printworld (Pvt.) Ltd.

DSE COURSES:

VYAKARANAM

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Grammar: Laghusiddhāntakaumudī

Course Objectives:

1. To introduce students to the derivational processes of basic Sanskrit morphological words.
2. To familiarize students with selected Pāṇinian sūtras related to declension and conjugation as presented in *Laghusiddhāntakaumudī.*
3. To develop the ability to apply Pāṇinian grammatical rules in the formation and analysis of Sanskrit words.
4. To acquaint students with the techniques of Pāṇinian grammar for independent study of Pāṇini's grammatical system.

Learning outcomes:

After the completion of the course, the students will:

1. Analyze and explain the structural organization of the *Aṣṭādhyāyī* and apply Pāṇini's operational techniques for accurate interpretation of sūtras without derivational or syntactic gaps.
2. Derive and analyze nominal forms across all three genders using Pāṇini's grammatical system, demonstrating proficiency in Sanskrit declensional patterns.
3. Apply conjugational techniques to Sanskrit verbal roots belonging to different *gaṇas*.
4. Form and analyze verbal derivatives of prefixed roots, including desiderative, causative, and intensive forms.
5. Apply and evaluate Pāṇini's metarules (*paribhāṣās*) to interpret grammatical operations within the broader Indian grammatical tradition.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Grammar: Laghusiddhāntakaumudī	04	0	0	04

Details of Course:

Unit I Understanding the Ashtadhyayi. **Credit 1**

- Structure of Ashtadhyayi, Types of sutras (with examples), Pratyahars.
- Specific meanings of inflections in the padas used in sutras.
- Main definitions useful in sutras
  - षष्ठी स्थानेयोगा, अलोऽन्त्यस्य, ङिच्च, यस्मिन् विधिस्तदा, येन विधिस्तदन्तस्य, तस्मिन्निति निर्दिष्टे पूर्वस्य, तस्मादित्युत्तरस्य, अनेकालशित्सर्वस्य, आदेः परस्य, अन्तादिवच्च, स्थानेऽन्तरतमः, तपरस्तत्कालस्य, अणुदित्सवर्णस्य चाप्रत्ययः।
- (Role of the above-mentioned sutra explanation methods)

Unit II Subanta Prakaraṇa. **Credit 1**

- Pulliṅga- Rāma, Sarva, Hari, Sakhi.
- Strīliṅga- Ramā, Sarvā, Mati, Tisṛ.
- Napuṃsakaliṅga- Jñāna, Vāri.
- Halanta-Pulliṅga- Idam, Rājan.

Unit III Tiṅanta Prakaraṇa. **Credit 1**

- Bhvādigaṇa- Bhū evaṃ Edh.
- Adādigaṇa- Ad evaṃ Han.
- Juhotyādigaṇa- Hu evaṃ Dā.
- Divādigaṇa- Div evaṃ Nṛt.
- Svādigaṇa- Su evaṃ Ci.
- Tudādigaṇa- Tud Evaṃ Muc.
- Rudhādigaṇa- Rudh evaṃ Bhuj.

Unit IV Tiṅanta Prakaraṇa. **Credit 1**

- Tanādigaṇa- Tan evaṃ Kṛ.
- Kryādigaṇa- Krī evaṃ Jñā.
- Curādigaṇa- Cur evaṃ Katha.
- Prakriyā –
- Ṇyanta, Sannanta, Yaṅanta, Yaṅluganta, Nāmadhātu evaṃ Lakārārtha.

Tutorial Activities:

1. Learning of Derivational of Subanta.
2. Learning of Derivational of Tinanta.
3. Understaninding and Applications of Sangya Sutras.
4. Understaninding and Applications of Paribhasha Sutras.
5. Generation of Various naamdhatu forms.

Essential/Recommended Readings/Texts:

1. लघुसिद्धान्तकौमुदी, गोरखपुर : गीताप्रेस,
2. लघुसिद्धान्तकौमुदी, मुम्बई : निर्णयसागरप्रेस।

Additional Resources:

1. शर्मा, गोविन्दप्रसाद, (2007), लघुसिद्धान्तकौमुदी, भाग 1–3, दिल्ली : चौखम्बा प्रतिष्ठान।
2. Kanshiram, (2010), The Laghusiddhantakaumudi of Varadaraja, Volume I–II, Delhi : Motilal Banarasidas.
3. सिंह, सत्यपाल, (2014), लघुसिद्धान्तकौमुदी, दिल्ली : शिवालिक प्रकाशन।
4. चन्द्रा, सुभाष, कुमार, भूपेन्द्र, कुमार, विवेक एवं साक्षी, (2017), लघुसिद्धान्तकौमुदी आधारित कम्प्यूटरकृत सुबन्तरूपसिद्धिप्रक्रिया, नई दिल्ली : विद्यानिधि प्रकाशन।
5. शास्त्री, भीमसेन, लघुसिद्धान्तकौमुदी, भैमी व्याख्या, भाग 1–6, दिल्ली : भैमी प्रकाशन।

6. कुशवाहा, महेशसिंह, लघुसिद्धान्तकौमुदी, भाग 1–2, दिल्ली : चौखम्बा।
7. शास्त्री, धरानन्द, लघुसिद्धान्तकौमुदी, मूल व हिन्दी व्याख्या सहित, दिल्ली : मोतीलाल बनारसीदास।
8. गौड, विशनलाल, पाणिनीय अष्टाध्यायी के रचना-सिद्धान्त, साहिबाबाद (गाज़ियाबाद) : लोकालोक प्रकाशन।
9. जिज्ञासु, पं. ब्रह्मदत्त, संस्कृत पठन-पाठन की अनुभूत सरलतम विधि की भूमिका, बहालगढ़, हरियाणा : रामलाल कपूर ट्रस्ट।
10. Sharma, Prof. Ramanath, Ashtadhyayi of Panini, Vol. I, Delhi.
11. Online tools for Sanskrit Grammar, available at https://cl.sanskrit.du.ac.in

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Sanskrit Grammatical Tradition

Course Objectives:

1. To introduce the historical development of Sanskrit grammar.
2. To understand the Aṣṭādhyāyī and Kaumudī traditions of Pāṇinian grammar.
3. To acquaint students with major grammatical schools and Ācāryas.
4. To familiarize learners with key commentarial and prakriyā traditions.
5. To develop insight into the philosophy of language within the Sanskrit grammatical tradition.

Learning outcomes:

After the completion of the course, the students will:

1. Identify and compare the historical development and structural features of major schools of Sanskrit grammar.
2. Explain and differentiate the Aṣṭādhyāyī and Kaumudī traditions of teaching Pāṇinian grammar.
3. Assess and articulate the contributions of major ācāryas to the development of the Pāṇinian grammatical tradition.
4. Analyze the historical evolution of the philosophy of language with special reference to Pāṇinian grammar.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Sanskrit Grammatical Tradition	04	0	0	04

Details of Course:

Unit I History of Sanskrit Grammar **Credit 1**

- Contribution of pre-Panini, The three grammarians (Panini, Katyayana, Patanjali)
- Survey of post-Panini grammarians: Cāndra, Kātantra, Jainendra, Haima, Bhoja, Supadma, Harināmāmṛta etc.

Unit II History of Sanskrit Grammar **Credit 1**

- The Vritti-tradition of the Aṣṭādhyāyī.
- The contribution of the **Prakriyā texts** to the Panini grammar.
- The philosophical grammarians of the Panini tradition:
    - Bhartṛhari, Bhaṭṭojidīkṣita, Kauṇḍabhaṭṭa, Nāgeśa, etc.

Unit III Pāṇini and his Śabdānuśāsana. **Credit 1**

- Introduction, The importance of Panini, Panini grammar, Characteristics of Panini grammar, Main subsistence of Panini scriptures, Other texts of Panini: Śikṣā, Jambavatri Vijaya, Dvirupa Kosha

Unit IV **Credit 1**

- Acharya and commentator of Dhātupāṭha.
- Nyāsakāra Jinendrabuddhi and Pāṇinīyadhātupāṭha.
- Two types texts of Dhātupāṭha.
- Other texts related to Dhātupāṭha.
- Commentators of the Dhātupāṭha:
    - Pāṇini
    - Sunāga
    - Bhīmasena
    - Dhātupārāyaṇakāra
    - Ajñātakartṛka Dhātuvṛtti
    - Nandisvāmī
    - Rājaśrī Dhātuvṛtti-kāra
    - Nāthīya Dhātuvṛtti
    - Kṣīrasvāmī
    - Improtance of the Mādhavīyā Dhātuvṛtti

Tutorial Activities:

- **Critical Textual Reading and Discussion**
  Objective: Deepen understanding of basic texts (e.g., Pāṇini's Aṣṭādhyāyī, Mahābhāṣya).
  Activity:
    - Students read the section in advance (with or without commentarial support).
    - In tutorials, students translate, parse, and explain meanings in their own words.
- **Comparative Analysis and Study**
  Objective: Learn to compare Pāṇinian grammar with other Sanskrit grammarians/approaches (e.g., Kātyāyana, Patanjali, Bhartṛhari, non-Pāṇinian systems).
  Activity:
    - Assign one grammatical topic (e.g., Śabda, Kārakāṇi, Samāsa, Sandhi).
    - Students analyze how two grammarians treat the topic.
    - Prepare and present a comparative chart, highlighting major agreements and differences.
- **Philological Investigation**
  Objective: Explore the evolution of major grammatical ideas.
  Activity:
    - Home/group research on the history and influence of a grammatical concept (e.g., Anuvṛtti, Pratyāhāra).
    - Map how the idea travels from the Vedas to later grammarians.
    - Present as an in-class report or infographic.

- **Discuss ancient Grammatical Traditions**
  Objective: To introduce students to the major ancient grammatical traditions of India and other ancient civilizations, explore their foundational texts and key thinkers, and critically analyze their methods, linguistic categories, and philosophical assumptions. By the end of this unit, students will be able to compare different grammatical traditions, recognize their distinctive features, and articulate their historical significance and influence.
  Activity:
  - Timeline Construction\
  - Grammatical Concepts Comparative Table
  - Mini-Research Presentation

Essential/Recommended Readings/Texts:

1. Mīmāṃsaka, Yudhiṣṭhira, (1965), *Saṃskṛta Vyākaraṇaśāstra kā Itihāsa*, Sonipat: Haryana Sahitya Sansthan.
2. Tripāṭhī, Rāmanātha Śāstrī (ed.), (2004), *Saṃskṛta Vyākaraṇaśāstra kā Itihāsa* (Saṃkṣipta evaṃ Chātra-upayogī Saṃskaraṇa), Delhi: Chaukhamba Orientalia.
3. Pāṇini, (2008), *Aṣṭādhyāyī*, Edited with Kāśikā-vṛtti of Jayāditya and Vāmana, Varanasi: Chaukhamba Surbharati Prakashan.
4. Patañjali, (2007), *Mahābhāṣya*, Varanasi: Chaukhamba Sanskrit Sansthan.
5. Dīkṣita, Bhaṭṭojī, (2011), *Siddhānta Kaumudī*, Varanasi: Chaukhamba Surbharati Prakashan.
6. Bhartṛhari, (1994), *Vākyapadīya* (With Vṛtti), Varanasi: Chaukhamba Surbharati Prakashan.
7. Bhaṭṭa, Nāgeśa, (2005), *Paribhāṣenduśekhara*, Varanasi: Chaukhamba Surbharati Prakashan.
8. Joshi, S. D., (1993), *Indian Linguistic Studies*, Delhi: Motilal Banarsidass.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Pāṇinīya śikṣā & Siddhāntakaumudī Sandhi Prakaraṇa

Course Objectives:

1. To develop an advanced understanding of primary suffixes (*Kṛt-pratyayas*) through the study of *Siddhāntakaumudī*.
2. To understand the derivational processes involved in the formation of words ending with primary suffixes.
3. To acquire a clear and systematic understanding of Sanskrit compounds (*Samāsa*) and their derivation as explained in *Siddhāntakaumudī*.

Learning outcomes:

After the completion of the course, the students will:

1. Analyze the structural patterns and semantic functions of primary Sanskrit suffixes.
2. Apply derivational rules to form and explain Sanskrit words ending with primary suffixes.
3. Identify and evaluate general and exceptional patterns of primary suffixes, including their interchangeability.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.3	Sanskrit Grammatical Tradition	04	0	0	04

Details of Course:

Unit I Paniniya Shiksha. **Credit 1**

Unit II Siddhanta Kaumudi – Sandhi Prakarana (Ac Sandhi) **Credit 1**

Unit III Siddhanta Kaumudi – Sandhi Prakarana (Hal Sandhi) **Credit 1**

Unit IV Siddhanta Kaumudi – Sandhi Prakarana (Visarga Sandhi) **Credit 1**

Tutorial Activities:

1. Phonetic System Workshop (Paniniya Shiksha)
2. Sandhi Rules Identification and Categorization
3. Problem-Solving Sessions
4. Phonological Theory Discussion
5. Term Glossary Development

Essential/Recommended Readings/Texts:

1. शास्त्री, शिवनारायण, (1989), *वैयाकरण-सिद्धान्तकौमुदी* (भ्वादिगण, भवतोषिणी हिन्दी टीका सहित), दिल्ली।

2. गोविन्दाचार्य, (2010), *वैयाकरणसिद्धान्तकौमुदी*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
3. शिवराज आचार्य कौन्डिन्न्यायन, *पाणिनीय शिक्षा*।
4. जिज्ञासु, पं. ब्रह्मदत्त, *अष्टाध्यायी* (भाष्य), प्रथमावृत्ति, बहालगढ़ : रामलाल कपूर ट्रस्ट, सोनीपत, हरियाणा।
5. Sharma, Ramanath, (1987–2003), *The Astadhyayi of Panini*, Vol. 1–6, Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
6. Vasu, S. C., (1997), *The Astadhyayi of Panini* (2 Vols.), Delhi: Motilal Banarsidass.
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit, University of Delhi, available at: https://cl.sanskrit.du.ac.in

Difficulty Level 600-699

Credits - 4 Hours - 60

SEMESTER - II

DSE 2.A.1: Siddhāntakaumudī Tiṅanta and Prakriya

Course Objectives:

1. To enable students to acquire advanced knowledge of the derivational processes of Sanskrit verbal roots.
2. To develop the ability to analyze and derive verbal forms through a systematic reading of *Siddhāntakaumudī*.
3. To familiarize students with the application of Pāṇinian grammatical principles related to verbal derivation.

Learning outcomes:

After the completion of the course, the students will:

1. Be able to interpret the Sūtras of the relevant portions of the text
2. Be able to understand important application of interpretive rules and concepts such as:
3. The Concept of Vipratiṣ edheparaṁ kārya, general & exception rules (utsargāpavāda vyavasthā), Metarules (Paribhāṣ ā) in the derivational process.
4. Be able to identify and use the advance forms of the words ending within suffixes in actual language situations.
5. Be able to explain the derivational process of the Sanskrit verbal paradigms.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Siddhāntakaumudī Tiṅanta and Prakriya	04	0	0	04

Details of Course:

Unit I **Credit 1**

- **Bhvādigaṇaḥ:**
  - Bhū Sattāyām.
  - Edha Vṛddhau.
  - Ata Sātatyagamane.
  - Ṣidhū Śāstre Māṅgalye Ca.
  - Ṇada Avyakte.
  - Kṣi Kṣaye.
  - Gupū Rakṣaṇe.
  - Kramu Pādavikṣepe.
  - Ji Jaye.
  - Dyuta Dīptau.
  - Vṛtu Vartane.
  - Ṣah Marṣaṇe.

- Śru Śravaṇe.
- Gamlṛ Gatau.
- Dṛśir Prekṣaṇe.
- Yaja Devapūjāsaṃgatikaraṇadāneṣu.
- Vada Vyaktāyāṃ Vāci.

- **Adādigaṇaḥ:**
  - Ada Bhakṣaṇe.
  - Hana Hiṃsāgatyoḥ.
  - Duh Prapūraṇe.
  - Bruñ Vyaktāyāṃ Vāci.
  - Vida Jñāne.
  - As Bhuvi.

Unit II **Credit 1**

- **Juhotyādigaṇaḥ**:
  - Hudānādanayoḥ.
  - Tribhībhaye.
  - Ḍubhṛñ Dhāraṇapoṣaṇayoḥ.
  - Ḍudāñ Dāne.

- **Divādigaṇaḥ:**
  - Divukrīḍāvijigīṣā.
  - Nṛtīgātravikṣepe.
  - Janī Prādurbhāve.

- **Svādigaṇaḥ**:
  - Ṣuabhiṣave.
  - Stṛācchādane.
  - Ciñ Cayane.

- **Tudādigaṇaḥ**:
  - Tudavyathane.
  - Bhrasjpāke.
  - Muctṛmokṣaṇe.

- **Rudhādigaṇaḥ:**
  - Rudhirjāvaraṇe.

- **Tanādigaṇaḥ**:
  - Tanuvistāre.
  - Ḍukṛñkaraṇe.

- **Kryādigaṇaḥ:**
  - Ḍukkrīñdravyavinimaye.
  - Śṛhiṃsāyām.

    - Jñā Avabodhane.
    - Graha Upādāne.

- **Curādigaṇaḥ:**
    - Curasteye.
    - Kathavākyaprabandhe.

Unit III **Credit 1**

- Prakriyāḥ:
    - Ṇyanta.
    - Sannanta.
    - Yaṅanta.
    - Yaṅluganta.

Unit IV **Credit 1**

- Prakriyāḥ from Nāmadhātu to Lakārārtha.

Tutorial Activities:

1. Sūtra Reconstruction Exercise.
2. Terminology Glossary Compilation: compile a curated glossary of key terms with explanations and examples from Siddhāntakaumudī.
3. Prakaraṇa-Wise Sutra Grouping.
4. Prakriyā Simulation.

Essential/Recommended Readings/Texts:

1. गिरिधरशर्मा चतुर्वेदी एवं परमेश्वरानन्द शर्मा, *वैयाकरणसिद्धान्तकौमुदी* (बालमनोरमा-तत्त्वबोधिनी-टीका), तृतीय भाग, दिल्ली।
2. गोविन्दाचार्य, (2010), *वैयाकरणसिद्धान्तकौमुदी* (चतुर्थ भागः प्रथम खण्ड, द्वितीय खण्ड), वाराणसी : चौखम्बा सुरभारती प्रकाशन।
3. जिज्ञासु, पं. ब्रह्मदत्त, *अष्टाध्यायी* (भाष्य), प्रथमावृत्ति, बहालगढ़ : रामलाल कपूर ट्रस्ट, सोनीपत, हरियाणा।
4. शास्त्री, शिवनारायण, (1989), *वैयाकरण-सिद्धान्तकौमुदी* (भ्वादिगण, भवतोषिणी हिन्दी टीका सहित), दिल्ली।
5. Sharma, Ramanath, (1987–2003), *The Astadhyayi of Panini*, Vol. 1–6, Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
6. Vasu, S. C., (1997), *The Astadhyayi of Panini* (2 Vols.), Delhi: Motilal Banarsidass
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit, University of Delhi, available at: https://cl.sanskrit.du.ac.in

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Siddhāntakaumudī Kṛdanta and Samāsa

Course Objectives:

1. To enhance and advance students' knowledge of primary suffixes and the derivational processes of words formed with them through the study of *Siddhāntakaumudī* of Bhaṭṭoji Dīkṣita.
2. To enhance and advance students' knowledge of Sanskrit compounds and their derivational processes through the study of *Siddhāntakaumudī*.

Learning outcomes:

After the completion of the course, the students will:

1. Learn the structural patterns and semantic aspects of primary Sanskrit suffixes.
2. Learn the derivational processes of Sanskrit words ending with primary suffixes.
3. Learn to identify the general and exceptional patterns of primary suffixes and their interchangeability.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	Siddhāntakaumudī Kṛdanta and Samāsa	04	0	0	04

Details of Course:

Unit I Siddhāntakaumudī Kṛdanta Prakaraṇa. Credit 1

- Kṛtya Prakaraṇa and Pūrva Kṛdanta (Siddhāntakaumudīḥ Pūrvakṛdantaḥ)
- Excluding From Kta-Pratyayaprakaraṇa's Dravamūrtisparśayoḥ Śyaḥ to Vikuśamiparibhyaḥsthalam.

Unit II Siddhāntakaumudī Kṛdanta-Prakaraṇa. Credit 1

- Uttarakṛdanta-Prakaraṇa.

Unit III Siddhāntakaumudī Samāsa-Prakaraṇa. Credit 1

- Avyayībhāva Evaṃ Tatpuruṣa.

Unit IV Siddhāntakaumudī Samāsa-Prakaraṇa. Credit 1

- Bahuvrīhi to Aluk.

Tutorial Activities:

- Sūtra Reconstruction Exercise.
- Terminology Glossary Compilation: compile a curated glossary of key terms with explanations and examples from *Siddhāntakaumudī*.
- Prakaraṇa-Wise Sutra Grouping.
- Prakriyā Simulation.

Essential/Recommended Readings/Texts:

1. शास्त्री, शिवनारायण, (1989), *वैयाकरण-सिद्धान्तकौमुदी* (भ्वादिगण, भवतोषिणी हिन्दी टीका सहित), दिल्ली।
2. Sharma, Ramanath, (1987–2003), *The Astadhyayi of Panini*, Vol. 1–6, Delhi: Munshiram Manoharlal Publishers Pvt. Ltd.
3. गोविन्दाचार्य, (2010), *वैयाकरणसिद्धान्तकौमुदी* (चतुर्थ भागः प्रथम खण्ड, द्वितीय खण्ड), वाराणसी : चौखम्बा सुरभारती प्रकाशन।
4. गिरिधरशर्मा चतुर्वेदी एवं परमेश्वरानन्द शर्मा, *वैयाकरणसिद्धान्तकौमुदी* (बालमनोरमा-तत्त्वबोधिनी-टीका), तृतीय भाग, दिल्ली।
5. जिज्ञासु, पं. ब्रह्मदत्त, *अष्टाध्यायी* (भाष्य), प्रथमावृत्ति, बहालगढ़ : रामलाल कपूर ट्रस्ट, सोनीपत, हरियाणा।
6. Vasu, S. C., (1997), *The Astadhyayi of Panini* (2 Vols.), Delhi: Motilal Banarsidass
7. E-Learning Tools developed by Computational Sanskrit Group, Department of Sanskrit, University of Delhi, available at: https://cl.sanskrit.du.ac.in

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Vākyapadīya Kāraka Samuddeśa & Siddhāntakaumudī Kāraka Prakaraṇa

Course Objectives:

1. To introduce students to key concepts of the philosophy of language as propounded by the grammarian philosophers.
2. To familiarize students with these concepts through a critical reading of the *Mahābhāṣya*.

Learning outcomes:

After the completion of the course, the students will:

1. Be able to observe and appreciate the contributions of the ancient Indian Thinkers of the philosophy of language and linguistics.
2. Be able to understand the important, relevant and the purposes of the study of Grammar.
3. Be able to understand the issues of philosophy of Grammar in general.
4. Be able to understand the nature of the word, meaning and their relation.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Vākyapadīya Kāraka Samuddeśa & Siddhāntakaumudī Kāraka Prakaraṇa	04	0	0	04

Details of Course:

Unit I Vākyapadīya Kāraka Samuddeśa. **Credit 1**

Unit II Vākyapadīya Kāraka Samuddeśa. **Credit 1**

Unit III Vākyapadīya Kāraka Samuddeśa. **Credit 1**

Unit IV Vākyapadīya Kāraka Samuddeśa. **Credit 1**

Tutorial Activities:

- Text Reading and Explanation Workshop.
- Concept Clarification Chart.
- Kāraka Identification Practice.
- Diagrammatic Representation of Kāraka Relations.

Essential/Recommended Readings/Texts:

1. Pillai, K. Raghavan, (1971), *The Vākyapadīya*, Delhi: Motilal Banarsidass
2. Iyer, K. A. Subramania (Ed.), (1966), *Vākyapadīya of Bhartṛhari : Kāṇḍa I*, Pune

3. अवस्थी, शिवशंकर, (2013), *वाक्यपदीयम्* (संस्कृत एवं हिन्दी अनुवाद), वाराणसी : चौखम्भा विद्या भवन।
4. शुक्ल, सूर्यनारायण, (1961), *वाक्यपदीयम्* (ब्रह्मकाण्डम्), वाराणसी : चौखम्बा संस्कृत सीरीज़ ऑफिस।
5. गिरिधरशर्मा चतुर्वेदी एवं परमेश्वरानन्द शर्मा, *वैयाकरणसिद्धान्तकौमुदी* (बालमनोरमा-तत्त्वबोधिनी-टीका), तृतीय भाग, दिल्ली।
6. गोविन्दाचार्य, (2010), *वैयाकरणसिद्धान्तकौमुदी* (चतुर्थ भागः प्रथम खण्ड, द्वितीय खण्ड), वाराणसी : चौखम्बा सुरभारती प्रकाशन।
7. जिज्ञासु, पं. ब्रह्मदत्त, *अष्टाध्यायी* (भाष्य), प्रथमावृत्ति, बहालगढ़ : रामलाल कपूर ट्रस्ट, सोनीपत, हरियाणा।
8. शास्त्री, शिवनारायण, (1989), *वैयाकरण-सिद्धान्तकौमुदी* (भ्वादिगण, भवतोषिणी हिन्दी टीका सहित), दिल्ली।

DSE COURSES:

DHARMASHSTRAM

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Individual and Social Overview of Dharma

Course Objectives:

1. Familiarizing students with the concept of Dharma and its dimensions.
2. Introducing them with the key aspects of Dharma from individual and social viewpoint.
3. Acquainting with the foundations and sources of Dharma from Vedas to the Itihasas.
4. Enabling them to understand place of Varna and Āshrmas in determining personal and social norms of Dharma.
5. Explaining the status and role of woman in the ancient Indian society.
6. Encouraging learners to conduct research studies upon the relevance of Dharma.

Learning outcomes:

After completion of this course, the students will:

1. Describe Dharma in accordance with the etymological and philosophical viewpoint.
2. Compare and contrast the different dimensions of Dharmaśāstra and their perspectives on Dharma.
3. Enlist ten characteristics of Dharma in accordance with the Smriti literature.
4. Write short notes upon the duties and responsibilities of an individual in context with Dharma.
5. Establish need, and relevance of Varna and Ashram systems for fulfillment of life.
6. Illustrate status of woman depicted in the Dharmaśāstric texts and changing perceptions of their role unto the modern days.
7. Critically assess the relevance and impact of Dharmaśāstric ideas in contemporary Indian society.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Individual and Social Overview of Dharma	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction to Dharma.
- Defining Dharma: Etymology, philosophical foundations, and evolving interpretations.
- Foundations of Dharma: Vedas, Smritis, Puranas, and Itihasas (e.g. Ramayana).
- Sources of Dharma: Dharmasutra, Smrities, Puranas and others.

Unit II **Credit 1**

- Dharma and Individual Conduct.

- Duties towards oneself (svadharma): self-control, and ethical conduct.
- 10 characteristics of dharna as per Manusmriti.
- Dharma as binding factor of Artha, Kama, and Moksha.
- Rights and obligations of individuals within the social framework.

Unit III **Credit 1**

- Dharma and Social Order.
- Duties towards others: Parents, teachers, family, and society.
- Duties and responsibilities of Brahmins, Kshatriyas, Vaishyas, and Shudras.
- Social dimensions of four stages of life (Ashramas): Brahmacharya, Grihastha, Vanaprastha, and Sanyasa.

Unit IV **Credit 1**

- Women and Dharma.
- Status and role of women in ancient Indian society.
- Legal rights and entitlements of women.
- Changing perceptions of women's roles across different periods.

Essential/Recommended Readings/Texts:

1. Kane, Pandurang Vaman, (1973), History of Dharmaśāstra, Pune: Bhandarkar Oriental Research Institute.
2. Sarkar, Benoy Kumar, (1985), Hindu Social Science, Delhi: Motilal Banarsidass.
3. Dharmashastra ka Itihas, (1992), Translated by Arjun Chaube Kashyap, Lucknow, Uttar Pradesh: Uttar Pradesh Hindi Sansthan (Hindi Samiti Prabhag).
4. Shastri, Rajveer Surendrakumar, (1996), Vishuddha Manusmriti, New Delhi: Arsha Sahitya Prachar Trust.
5. Banerji, Sures Chandra, (1999), A Brief History of Dharmaśāstra, New Delhi: Abhinav Publications.
6. Kangle, R. P., (2010), Kautilya Arthashastra, Delhi: Motilal Banarsidass.
7. Ganpatishastri, T., (2013), Arthashastra of Kautilya, English translation by N. P. Unni, Delhi: New Bharatiya Book Corporation.
8. Shamashastri, R., (2021), Kautilya's Arthashastra, Delhi: Dev Publishers & Distributors.

Additional Readings:

1. Winternitz, Maurice, (1986), History of Indian Literature, Delhi: Motilal Banarsidass Publishers.
2. Olivelle, Patrick, (2005), The Law Code of Manu, New Delhi: Oxford University Press.
3. Rocher, Ludo, (2014), Studies in Hindu Law and Dharmaśāstra, London: Anthem Press.
4. Olivelle, Patrick (Ed.), (2019), Yājñavalkya Smṛti, Cambridge, MA: Murty Classical Library of India.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Āpastambadharmasūtra and Gautamadharmasūtra

Course Objectives:

1. Introducing students with the content of Āpastamba and Gautama Dharmasūtras.
2. Providing exposer of the Dhramashastric injunctions regarding individual and social discipline.
3. Acquainting them with the set of duties, conducts, and related aspects preached in Dharmasūtras.
4. Explaining the role of four Asramas through the reading of the text of Apastambha dharmasutra.
5. Exposing the learners to the varied norms of Varn, Ashram and Education systems of Dharmasūtras.

Learning outcomes:

After completion of this course, the students will:

1. Define Dharmasūtras as competent sources of individual and social norms.
2. Tell detailed description of Varna, Ashrama and Education systems as explained in Dharmasūtras
3. Explain key features of Apastambha and Gautama Dharmasūtras pertaining to social norms.
4. Give description of the Apastambian viewpoints regarding the ways and aims of the life of four Ashramas.
5. Put light upon the duties and responsibilities of teacher and taught as determined in Dharmasūtras.
6. Write short notes on the contribution of Dharmasūtras towards enrichment of Indian culture and civilization.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Āpastambadharmasūtra and Gautamadharmasūtra	04	0	0	04

Details of Course:

Unit I Āpastambadharmasūtra - I Prasna. **Credit 1**

- Dhrama-Pramana.
- Brahmachari-Niyama.
- Grihasthashrama.
- Types of Marriage.
- Pancha Mahayajna.

Unit II Āpastambadharmasūtra - II Prasna. **Credit 1**

- Ashrama-Dharma.
- Brahmana-Karma.
- Kshatriya-Karma.
- Vaishya-Karma.
- Shudra-Karma.
- Stri-Dharma.

Unit III Gautamadharmasūtra - Prashna 01 **Credit 1**

- Dhrama-Pramana.
- Chaturvanya.
- Brahmacari Niyama.
- Pancha Mahayajna.

Unit IV Gautamadharmasūtra - Prashna 02 **Credit 1**

- Ashrama.
- Grihastha-Dharma.
- Samnyasi-Dharma.
- Vanaprasthashrama.
- Rajadharma.

Essential/Recommended Readings/Texts:

1. Mishra, Hardatta. (1932). *Āpastamba Dharmasūtra*. Banaras: Jaikrishna Das Haridas Gupta.
2. Kane, Pandurang Vaman. (1973). *History of Dharmaśāstra*. Pune: Bhandarkar Oriental Research Institute.
3. Pandey, Umesh Chandra (Ed.). (2004). *Gautama Dharmasūtrāṇi*. Varanasi: Chaukhamba Sanskrit Series.
4. Pandey, Umesh Chandra (Ed.). *Āpastamba Dharmasūtra*. Varanasi: Chaukhamba Sanskrit Pratishthan.

Additional Readings:

1. Kāśyapa, Arjun Chaube (Trans.), (1992), *Dharmaśāstra kā Itihāsa*, Lucknow: Uttar Pradesh Hindi Sansthan (Hindi Samiti Vibhag), Uttar Pradesh.
2. Winternitz, Maurice, (1986), *Bhāratīya Sāhitya kā Itihāsa*, Delhi: Motilal Banarsidass.

Difficulty Level 600-699

Credits - 4 Hours - 60

DSE 1.A.3: Manusmṛiti and Yājñavalkyasmṛiti

Course Objectives:

1. Introducing the students with the concept and magnitude of smriti literature.
2. Providing them with a chance to study selected portions of the most prominent texts amongst the smriti literature.
3. Acquainting the learns with norms and principles of ancient society pertaining to individual and social life.
4. Familiarizing with the characteristics along with rights and duties four varnas as per smritis.
5. Providing evidences from the smriti literature which authenticate balance between material and spiritual aims of life.
6. Inspiring students to conduct researches on key features of smriti literature so as to establish their relevance today.

Learning outcomes:

After completion of this course, the students will:

1. Introduce the concept of smriti and give detailed description of smriti literature.
2. Provide details of Manusmriti as a source of social, cultural and legal norms of Indian society.
3. Describe features of Yājñavalkyasmṛiti and its importance as a source for inheritance laws.
4. Evaluate the relevance of Manu and Yājñavalkya smṛitis in terms of practicality and acceptance among various strata of society.
5. Explain verbal and contextual meanings of verses from Manu and Yājñavalkya smṛitis.
6. Write short notes on the various aspects of individual and social life in the smriti texts.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.3	Manusmṛiti and Yājñavalkyasmṛiti	04	0	0	04

Details of Course:

Unit I Manusmriti - I **Credit 1**

- General introduction and importance.
- Srishti-Uttpatti.
- Dharma-Lakshana.
- Stri-Raksha.

Unit II Manusmriti - II **Credit 1**

- Vidhi-Nishedha.

- Bhakshya-Abhakshaya.
- Rajadharma.
- Karma-Phala-Nirnaya.

Unit III Yājñavalkyasmṛiti - I **Credit 1**

- General introduction and importance.
- Sadharana Vyavahara, Matrika Prakarana.
- Asadharana Vyavahara, Matrika Prakarana.
- Rnadana Prakarna.

Unit IV Yājñavalkyasmṛiti - II **Credit 1**

- Lekha-Prakarana.
- Dayabhaga-Prakarana.
- Vakyaparushya-Prakarana.
- Dandaparushya-Prakarana.

Essential/Recommended Readings/Texts:

1. Dwivedi, Giriraj Prasad, (1067), *Manusmṛti*, Lucknow: Naval Kishore Press, Uttar Pradesh.
2. Jaiswal, Suresh, (2023), *Manusmṛti: Sanskrit Śloka Hindi Anuvād*, Delhi: G. D. Publishers, Naveen Shahdara.
3. Vidyārṇava, Shrishchandra, (1918), *Yājñavalkya Smṛti*, Prayagraj: Bhuvaneshwari Ashram, Bahadurganj.

Additional Readings:

1. Thakur, Lakshmidatt, (1965), *Pramukh Smṛtiyon kā Adhyayan*, Hindi Samiti, Suchna Vibhag.
2. Dube, Rajdev, (1988), *Smṛtikālīn Bhāratīya Samāj evam Saṁskṛti: Yājñavalkya Smṛti ke Viśeṣ Sandarbh meṁ*, Pratibha Prakashan.
3. Shukla, Meena, (2000), *Smṛti Granthon meṁ Varnit Samāj*, New Delhi: Eastern Book Linkers.
4. Gopal, Ram, (2019), *Manusmriti aur Adhunik Samaj*, Prabhat Prakashan Pvt. Ltd.
5. Arora, Jagdish, (2024), *Manusmriti*, Independent Publisher.

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Rāmāyana and Mahābhārata

Course Objectives:

1. Introducing the students with the theme, content and socio-political standing of Rāmāyana and Mahābhārata.
2. Providing them the original texts of both the historical scriptures for authentic information.
3. Familiarizing with the social norms, political thoughts and cultural traditions in the Rāmāyana and Mahābhārata.
4. Enabling them the understand the contemporary cultural aspects and their relevance today.
5. Comparing the socio-cultural aspects as depicted in Rāmāyana and Mahābhārata.

Learning outcomes:

After completion of this course, the students will:

1. Explain the aesthetic and poetic beauty and style of presentation of the texts of Rāmāyaṇ a and Mahābhārata.
2. Describe the social, economic, geographical, political, philosophical and educational aspects of Rāmāyaṇ a and Mahābhārata.
3. Elaborate upon the subject matter of Rāmāyana and Mahābhārata so as to understand their socio-cultural standing.
4. Explain the chief characteristics of both the epics which formulate their individuality.
5. Distinguish between the social as well as cultural standings explicated in Rāmāyana and Mahābhārata.
6. Write short notes upon the rights and duties of the king and subjects on the basis of the two epics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Rāmāyana and Mahābhārata	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Ethical and cultural values (duty, sacrifice, love).
- Religious and philosophical knowledge (dharma, karma, devotion).
- Relationships of human life (duties of a father, mother, husband, wife, son, brother and so).

Unit II **Credit 1**

- Society in Ramayana (Ayodhya Kanda)
- Culture in Ramayana (Ayodhya Kanda)

Unit III **Credit 1**

- Rights and duties of king and subjects.
- Ethical conflicts: Dharma vs. Adharma, Truth vs. Justice, and Triumph of good over evil.
- Wisdom of the Bhagavad Gita.

Unit IV **Credit 1**

- Society in Mahabharata (Shanti parva)
- Culture in Mahabharata (Shanti parva)

Essential/Recommended Readings/Texts:

1. Guruge, Ananda W. P., (1991). *The Society of the Ramayana*. New Delhi: Abhinav Publications.
2. हरिहर स्वामी, (2007), *वाल्मिकी रामायण*, गोरखपुर : गीता प्रेस।
3. महाभारत, (2024), *महाभारत*, गोरखपुर : गीता प्रेस।
4. Mahabharata, *Critical Edition*, Poona: Bhandarkar Oriental Research Institute (BORI).
5. Mahabharata, *Text*, Gorakhpur: Gita Press.
6. Ramayana, *With Hindi Translation*, Gorakhpur: Gita Press.

Additional Readings:

1. Mahabharata, (1933), *Mahābhārata with Nīlakaṇṭha's Commentary*, Poona: Chitrashala Press.
2. Ramayana, (1935), *Rāmāyaṇa with Four Commentaries by Govindarāja and Others*, Bombay: Lakshmi Venkateswara Press.
3. Chinnaswami Sastrigal & Subrahmanyam Shastri, V. H., (1958), *Rāmāyaṇa*, Madras: N. Ramaratham.
4. Hopkins, E. W., (1969), *The Great Epic of India*, Calcutta: Punthi Pushtaka, *(Reprint edition)*

Difficulty Level 600-699

Credits - 4 Hours - 60

DSE 2.A.2: Shukranīti and Arthashāstra

Course Objectives:

1. Introducing the students with the theme, subject-matter and importance of Shukranīti and Arthashāstra.
2. Acquainting them with the uniqueness of both the texts in formulating Indian socio-political platform.
3. Enabling them the read the content of Shukranīti and understand its uniqueness.
4. Familiarizing with the set of policies, strategies and norms described in the Arthashāstra.
5. Comparing between the social, political and diplomatic stands mentioned in the Shukranīti and Arthashāstra.
6. Inspiring students to conduct researches on content and relevance of Shukranīti and Arthashāstra in the contemporary conditions.

Learning outcomes:

After completion of this course, the students will:

1. Establish need and importance of reading Shukranīti and Arthashāstra to know and understand the development of Indian social as well as political norms.
2. Tell the subject matter of Shukranīti and Arthashāstra with similarities and uniqueness of both the texts.
3. Introduce the policies and diplomatic stands of various sections of society including the kings.
4. Elaborate upon the rights and duties of king and subjects in various situations.
5. Give description of social structure and cultural norms as depicted in Shukranīti and Arthashāstra.
6. Appreciate unique aspects of administrative system and taxation policy depicted in the Arthashastra.
7. Appreciate many aspects of administrative system and taxation policy depicted in the Arthashastra.
8. Compare ancient Indian social, cultural, administrative with the present system

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	Shukranīti and Arthashāstra	04	0	0	04

Details of Course:

Unit I Shukranīti - I **Credit 1**

- Qualities and duties of the King (general and emergency situations)
- Prime Minister and Ministers (selection, qualities, and duties)

Unit II Shukraniti - II **Credit 1**

- Military organization and operations (training, warfare, and treaties)
- Diplomacy (intelligence system and rules of treaties)

Unit III Kautilya's Arthashastra - I **Credit 1**

- *Vinayādhikāra* - Chapter 1
- *Adhyakṣa-pracāra* - Chapter 2

Unit IV Kautilya's Arthashastra - II **Credit 1**

- *Dharmasthīya* - Chapter 3
- *Kaṇṭakaśodhana* - Chapter 4

Essential/Recommended Readings/Texts:

1. मिश्र, ब्रह्मा शंकर, (1989), *शुक्रनीति - विद्योदिनी हिन्दी टीका सहित*, वाराणसी : चौखम्बा संस्कृत सीरीज़।
2. उपाध्याय, अरुण कुमार, (1992), *शुक्रनीति*, वाराणसी : चौखम्भा संस्कृत संस्थान।
3. गैरोला, वाचस्पति, (2001), *कौटिल्य अर्थशास्त्र – हिन्दी व्याख्या सहित*, वाराणसी : चौखम्भा विद्या भवन।
4. वाचस्पति, इन्द्र, (2003), *कौटिल्य अर्थशास्त्र*, नई दिल्ली : राजपाल एंड संस।
5. शास्त्री, टी. गणपति (सम्पा.), (2009). *कौटिल्य अर्थशास्त्र - संस्कृत भाष्य सहित*, त्रिवेन्द्रम।

Additional Readings:

1. Chaudhary, R. K. (1971), *Kauṭilya's Political Ideas and Institutions*, Varanasi: Chaukhamba S, Series.
2. Mehta, U., & Thakkar, U, (1980), *Kauṭilya and His Arthaśāstra*, Delhi: S. Chand Publication.
3. Pushpendra Kumar (1981), *Kauṭilya's Arthaśāstra: An Appraisal*, Delhi: Nag Publication.
4. Pandey, Raj Bali (2006), *Hindu Samskaras (English and Hindi Versions)*, Delhi: Chaukhambha.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Pāraskaragṛhyasūtra and Sanskārvidhi

Course Objectives:

1. Exposing the students to the knowledge of ancient Indian science of rites and rituals.
2. Introducing them with the gṛhyasūtra literature particularly the Pāraskaragṛhyasūtra.
3. Acquainting them with the need and importance of rites and rituals in fulfilment of human life.
4. Enabling the learners to acknowledge utility of Panch mahāyajyas for maintaining balance in human life and ecology.
5. Familiarizing with the norms and procedures of academic discourses with special reference to Vedādhyayana.
6. Appraising the ceremonies of Shrāddha karma and Antyeshti samskāra as means to express gratitude towards deceased ancestors.
7. Enumerating samskāras and getting acquainted with their authentic procedures in accordance with the Sanskārvidhi of Mahṛshi Dayānanda.

Learning outcomes:

After completion of this course, the students will:

1. Describe the need and importance of performing rites and rituals as per Indian tradition.
2. Enumerate sanskāras as described in the Paraskaragrhyasutra and Sanskārvidhi.
3. Tell the subject matter of grhyasutras in general and particularly of the Paraskaragrhyasutra.
4. Give description of the rites and rituals described in the Paraskaragrhyasutra and the Sanskārvidhi.
5. Establish unanimity among the samskāras described in the Paraskaragrhyasutra and the Sanskārvidhi.
6. Establish relevance of rites and rituals pertaining to samskāras in the modern period.
7. Write short notes upon the important samskāras and the science therein with relevant logics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Pāraskaragṛhyasūtra and Sanskārvidhi	04	0	0	04

Details of Course:

Unit I Pāraskaragṛhyasūtra - I **Credit 1**

- Kanda - 1

Unit II Pāraskaragṛhyasūtra – II **Credit 1**

- Kanda - 2

Unit III Sanskārvidhi of Mahṛshi Dayānanda - I **Credit 1**

- Need and importance of Sanskars.
- Enumeration of Sanskars.
- Garbhadhan Sanskar.
- Jatkarm Sanskar**.**

Unit IV Sanskārvidhi of Mahṛshi Dayānanda - II **Credit 1**

- Vedarambh Sanskar.
- Samavartan Sanskar.
- Vivah Sanskar.

Essential/Recommended Readings/Texts:

1. राजेश, डॉ. सत्यव्रत (2008), *पारस्करगृह्यसूत्र*, हिण्डौन सिटी, राजस्थान : श्री घूमड़मल प्रह्लादकुमार आर्य चैरिटेबल ट्रस्ट।
2. दयानन्द, महर्षि (2021), *संस्कार विधि*, दिल्ली : आर्ष साहित्य प्रचार ट्रस्ट।
3. मिश्र, जगदीशचावरी *पारस्कर-गृह्यसूत्र, 'गदाधर' भाष्यद्वयोपेतम् हिन्दीव्यख्योपेतम्*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
4. पांडे, ओमप्रकाश *पारस्कर-गृह्यसूत्र*, वाराणसी : चौखम्बा अमरभारती प्रकाशन।

Additional Readings:

1. विद्यासागर, मदनमोहन (1966), *संस्कार महत्त्व*, नई दिल्ली : क्रान्तिदूत प्रकाशन।
2. कृष्णलाल (2006), *गृह्यसूत्र और उनका विनियोग*, दिल्ली : नेशनल पब्लिशिंग हाउस।
3. Apte, Vinayak Mahadev (2008), *Social Life in the Gṛhya Sūtras*, Popular Book Depot.

DSE COURSES:

PURANETIHASA

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Rājataraṅgiṇī

Course Objectives:

1. To present the valuable cultural heritage of Kaśmīra as described in Rājataraṅgiṇī.
2. To introduce students to the study of Itihāsa of India particularly Kaśmīra in light of Rājataraṅgiṇī.
3. To provide a foundational understanding of Itihāsalekhana and its tradition.
4. To enable students to explore different texts of Itihāsa in Indian tradition.
5. To enable students to appreciate the significance of Kaśmīra through Rājataraṅgiṇī.
6. To help students to explore knowledge tradition and prosperity of Kaśmīra.

Learning outcomes:

After completion of this course, the students will:

1. Be informed about the glorious past of Kaśmīra.
2. Know the importance of Rājataraṅgiṇī-s in the history of India.
3. Have a thorough understanding of sociao-political-cultural and social scenario of Kaśmīra.
4. Gain the knowledge of Geographical, social and Cultural aspects of Indian society.
5. Know the history of Kaśmīra and its scholarly contribution towards Indian Knowledge system.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Rājataraṅgiṇī	04	0	0	04

Details of Course:

Unit I Origin and development of Bhāratīya Itihāsa Dṛṣṭi. **Credit 1**

- Bhāratīya Itihāsa Paramparā.
- Modern critics of Bhāratīya Itihāsa Paramparā.
- Technical terms of Itihāsa: translation and interpretation.

Unit II Knowledge tradition of Kaśmīra. **Credit 1**

- Role and contribution of Kaśmīra in Indian Knowledge system.
- History of Kaśmīra: Textual evidences.
- Culture and Society in Kaśmīra.

Unit III Rājataraṅgiṇī of Kalhaṅa. **Credit 1**

- Sources of Historiography.
- Chronology of kings and events.
- Dynamics of value systems and social norms.

Unit IV Rājataraṅgiṇī of Jonarāja. Credit 1

- Sources of Historiography.
- Chronology of kings and events.
- Dynamics of value systems and social norms.

Essential/Recommended Readings/Texts:

1. Peterson, Peter, (1896), *Rājataraṅgiṇīs of Jonarāja and Śrīvara*, Bombay: Government Central Book Depot.
2. Durgaprasad, (1896), *Rājataraṅgiṇī of Kalhaṇa*, Bombay: Government Central Book Depot.
3. Kanjilal, Ramlal, (1924), *Nīlamatapurāṇam*, Lahore: Motilal Banarsidass.
4. Pandit, Ranjit Sitaram, (1935), *Rājataraṅgiṇī: The Saga of the Kings of Kaśmīra*, New Delhi: Sahitya Akademi.
5. Vishva Bandhu, (1965), *Rājataraṅgiṇī of Kalhaṇa*, Hoshiarpur: Vishveshvaranand Vedic Research Institute.
6. Pandey, Ramteja Śāstrī, (1985), *Rājataraṅgiṇī of Kalhaṇa*, Varanasi: Chaukhamba Sanskrit Pratishthan.
7. Singh, Raghunath, *Rājataraṅgiṇī of Kalhaṇa*, Varanasi: Hindi Pracharak Sansthan.

Additional Readings:

1. Vyasa, Bholashankar (Ed.), (2000), *Saṃskṛta Vāṅmaya kā Bṛhad Itihāsa*, Lucknow: Uttar Pradesh Sanskrit Sansthan.
2. Panda, Gangadhar, *Saṃskṛta Vāṅmaya kā Bṛhad Itihāsa*, Lucknow: Uttar Pradesh Sanskrit Sansthan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Itihāsa-Purāṇa Paramparā

Course Objectives:

1. To present the valuable cultural heritage of India as preserved in Itihāsa and Purāṇic literature.
2. To introduce students to the study of Itihāsa-Purāṇa, focusing on Śāstric terminology and meaning.
3. To provide a foundational understanding of Itihāsa-Purāṇa and its tradition.
4. To enable students to explore the texts of Itihāsa-Purāṇa in the light of Indian view.
5. To enable students to appreciate the significance of Itihāsa-Purāṇa in Indian Knowledge Tradition.
6. To help students to comprehend the actual meaning of Itihāsa-Purāṇa in the Indian tradition.

Learning outcomes:

After the completion of this course, the students will:

1. Be informed of the basic structure, contents and importance of major texts of Itihāsa-Purāṇa.
2. Know the importance of Itihāsa-Purāṇa tradition for Indian culture and society.
3. Have a thorough understanding of Itihāsa-Purāṇa in the light of related terminologies.
4. Gain the knowledge of Geographical and Cultural aspects of the Itihāsa-Purāṇa.
5. Know the Purāṇetihāsa as a source of various dharma, Ācāra, arts, literature, philosophy, culture, sciences etc.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Itihāsa-Purāṇa Paramparā	04	0	0	04

Details of Course:

Unit I Bhāratīya Itihāsa Dṛṣṭi. **Credit 1**

- Concept of Itihāsa and Purāṇa.
- Itihāsa-Purāṇa: textual sources.
- Fundamentals of Itihāsa and Purāṇa.
- Problems in translating the nomenclature: Itihāsa-Purāṇa.

Unit II Major texts: Itihāsa-Kāvya. **Credit 1**

- Rāmāyaṇa: Editions, Time, subject matter, Ākhyānopākhyāna, historical, literary and cultural importance.
- Mahābhārata, Editions, time, content, Ākhyānopākhyāna, historical, literary and cultural importance.

Unit III Major texts of Itihāsa and Purāṇa - 2. Credit 1

- Purāṇa: Definition, Classification of Purāṇas, Time, Subject Matter, Ākhyānopākhyāna, Historical, Literary and Cultural Importance.
- General introduction of some texts of Itihāsa:
    - Tripiṭaka
    - Dīpavaṁśa
    - Mahāvaṁśa
    - Aśokāvadāna
    - Mahāvastu
    - Buddhacaritraṁ
    - Harṣacaritaṁ
    - Ācārāṅga
    - Padmacarita
    - Gauḍavaho
    - Rājataranginī-s of Kalhaṇa and Jonarāja
    - Vikramāṅkadevacarita.

Unit IV Contribution of Itihāsa-Purāṇa in Indian Knowledge System. Credit 1

- Importance of Itihāsa-Purāṇa in Indian Knowledge System.
- Itihāsa-Purāṇa: continuity of tradition.
- Itihāsa-Purāṇa and Vyāsa-Paramparā.
- Itihāsa-Purāṇa: a source of knowledge in society.
- Itihāsa-Purāṇa and Modern historical discourse.

Essential/Recommended Readings/Texts:

1. *Vālmīki Rāmāyaṇa*, (2016), With Hindi translation, Gorakhpur: Gita Press.
2. *Rāmāyaṇa*, (1935), With four commentaries by Govindarāja et al, Bombay: Lakshmi Venkateswara Press.
3. *Rāmāyaṇa*, (1958), Edited by Chinnaswami Sastrigal and V. H. Subrahmanyam Shastri, Madras: N. Ramaratham.
4. *Mahābhārata*, (1927–1966), Critical edition, Poona: Bhandarkar Oriental Research Institute.
5. *Mahābhārata*, (2019), Gorakhpur: Gita Press.
6. *Mahābhārata*, (1929–1933), With the commentary of Nīlakaṇṭha, Poona: Chitrashala Press.
7. Sharma, Shriram, (1968), *Garuḍa Purāṇa*, Vols. 1–2, Bareilly, Uttar Pradesh: Sanskriti Sansthan.

Additional Readings:

1. Chaturvedi, Giridhar Sharma, (1970), Purāṇa-pariśīlana, Patna: Bihar Rashtra Bhasha Parishad.
2. Upadhyaya, Baladeva, (2009), Purāṇa-vimarśa, Varanasi: Chaukhamba Vidyabhavan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Purāṇetihāsa: Ārṣakāvya Rāmāyaṇa

Course Objectives:

1. To present the valuable cultural heritage of India as preserved in Itihāsa and Purāṇic literature.
2. To introduce students to the study of Purāṇetihāsa, focusing on Śāstric terminology and meaning.
3. To provide a foundational understanding of Purāṇetihāsa and its tradition.
4. To enable students to explore the Ārṣakāvya Rāmāyaṇa.
5. To enable students to appreciate the significance of the Rāmāyaṇa in Indian Knowledge Tradition.
6. To help students to analyse and understand the relevance of the Rāmāyaṇa in the Indian tradition and its continuity.

Learning outcomes:

After the completion of this course, the students will:

1. Be informed of the basic structure, contents and importance of the Rāmāyaṇa.
2. Know the importance of the Rāmāyaṇa tradition for Indian culture and society.
3. Have a thorough understanding of the Rāmāyaṇa in the light of various editions, continuity of Rāmakathā in Loka and Śāstra.
4. Gain the knowledge of Geographical and Cultural aspects of the Rāmāyaṇa.
5. Know the Rāmāyaṇa as a source of various dharma, Ācāra, arts, literature, philosophy, culture, sciences etc.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Purāṇetihāsa: Ārṣakāvya Rāmāyaṇa	04	0	0	04

Details of Course:

Unit I Bhāratīya Itihāsa Dṛṣṭi: Ārṣakāvya Rāmāyaṇa. **Credit 1**

- Concept of Itihāsa and Purāṇa.
- Fundamentals of Itihāsa and Purāṇa
- Ārṣakāvya Rāmāyaṇa as a major textual source
- Purāṇetihāsa: Problems in translation and comprehension.

Unit II Ārṣakāvya Rāmāyaṇa: Itihāsa-Kāvya. **Credit 1**

- Rāmāyaṇa: Śruti Paramparā
- Rāmāyaṇa: Ādikāvya
- Editions (Vācanā) of Rāmāyaṇa and critical edition
- Time, subject matter, Ākhyānopākhyāna
- Historical insights.

Unit III Rāmāyaṇa: Evidences of Historical Transitions. Credit 1

- Lokasmṛti.
- Textual evidences other than Rāmāyaṇa.
- Geographical Indications.
- Scientific dating.
- Archaeological and Geological Evidences.
- Linguistic and cultural continuity.

Unit IV Contribution of Rāmāyaṇa in Indian Knowledge System. Credit 1

- Importance of Rāmāyaṇa as in Indian Historiography.
- Contribution of Rāmāyaṇa in Indian Knowledge System.
- Upajīvya of Rāmāyaṇa in loka and Śāstra: continuity of tradition.
- Rāmāyaṇa and Vyāsa-Paramparā.
- Rāmāyaṇa: as source of knowledge in Bṛhattara Bhārata.
- Rāmāyaṇa and Modern historical discourse.

Essential/Recommended Readings/Texts:

1. (1935), *Rāmāyaṇa with Four Commentaries by Govindarāja and Others*, Bombay: Lakshmi Venkateswara Press.
2. (1958), *Rāmāyaṇa*, Edited by Chinnaswami Sastrigal and Subrahmanyam Shastri, Madras: N. Ramaratham.
3. Bhatt, Govind Hari (Ed.), (2001), *The Vālmīki Rāmāyaṇa: Critical Edition* (Five Volumes), Vadodara: Oriental Institute.
4. (2015), *Śrīmad Vālmīkīya Rāmāyaṇa* (Hindi Translation, First and Second Volumes), Gorakhpur: Gita Press.
5. (2020), *Śrīmad Vālmīki-Rāmāyaṇa* (With English Translation), Gorakhpur: Gita Press.

Additional Readings:

1. पाण्डेय, रामचन्द्र (अनुवादक), (1966), *संस्कृत साहित्य का इतिहास* (एम. विंटरनित्स), दिल्ली : मोतीलाल बनारसीदास।
2. उपाध्याय, बलदेव, (1968), *संस्कृत साहित्य का इतिहास*, वाराणसी : शारदा मन्दिर।
3. महाराज, करपात्री जी, (1978), *श्रीरामायण-महाभारत कालमीमांसा*, वाराणसी।
4. गैरोला, वाचस्पति, (1997), *संस्कृत साहित्य का इतिहास*, वाराणसी : चौखम्बा विद्याभवन।
5. उपाध्याय, बलदेव, (2000), *संस्कृत वाङ्मय का बृहद् इतिहास* (तृतीय खण्ड–आर्ष काव्य), लखनऊ : उत्तर प्रदेश संस्कृत संस्थान।
6. व्यास, भोलाशंकर (सम्पादक), (2000), *संस्कृत वाङ्मय का बृहद् इतिहास* (आर्षखण्ड), लखनऊ : उत्तर प्रदेश संस्कृत संस्थान।
7. पोद्दार, वासुदेव, (2006), *रामायण–महाभारत : काल, इतिहास, सिद्धान्त*, कोलकाता।
8. त्रिपाठी, राधावल्लभ, (2018), *संस्कृत साहित्य का समग्र इतिहास*, दिल्ली : न्यू भारतीय बुक कॉर्पोरेशन।

9. द्विवेदी, कपिलदेव, (2020), *संस्कृत साहित्य का समीक्षात्मक इतिहास*, इलाहाबाद : रामनारायणलाल विजयकुमार।
10. शर्मा, उमाशंकर ऋषि, (2021), *संस्कृत साहित्य का इतिहास*, वाराणसी : चौखम्बा भारती अकादमी।
11. Pusalker, Anant Dattatraya, (1963), *Studies in the Epic and Purāṇas*, Bombay: Bharatiya Vidya Bhavan.
12. Hopkins, Edward Washburn, (1969), *The Great Epic of India*, Calcutta: Punthi Pushtaka.
13. Iyenger, Kodaganallur Ramaswami Srinivasa (Ed.), (2025), *Asian Variations in Rāmāyaṇa*, Delhi: Sahitya Akademi.
14. Raghavan, Venkatarama, *The Rāmāyaṇa in Classical Sanskrit and Prākṛt Mahākāvya Literature*, Chennai: V. Raghavan Institute of Performing Arts.
15. Vartak, Prakash Vinayak, (1999), *The Scientific Dating of the Rāmāyaṇa and the Vedas*, Pune: Veda Vigyāna Mandal.

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Purāṇetihāsa: Ārṣakāvya Mahābhārata

Course Objectives:

1. To present the valuable cultural heritage of India preserved as Itihāsa in the Mahābhārata.
2. To understand the Indic concept of '*itihāsa*' and why this epic along with Ramāyaṇa is traditionally understood as i*tihāsa*.
3. To provide a foundational understanding of the Mahābhārata and its tradition.
4. To help students to understand the dimensions of historiography and the role of Mahābhārata.

Learning outcomes:

After completion of this course, the students will:

1. Be informed of the basic structure, contents and importance of the Mahābhārata.
2. Know the importance of the Mahābhārata for Indian culture, history and society.
3. Have a thorough understanding of the Mahābhārata in the light of textual, archaeological, geographical and other evidences.
4. Gain the knowledge of Geographical and Cultural aspects of the Bharat.
5. Know the Mahābhārata as a source of various dharma, ācāra, arts, literature, philosophy, culture, sciences etc.
6. And moreover, they will be able to understand the concept of itihāsa and puraṇa.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Purāṇetihāsa: Ārṣakāvya Mahābhārata	04	0	0	04

Details of Course:

Unit I Bhāratīya Itihāsa Dṛṣṭi: Ārṣakāvya Mahābhārata age. **Credit 1**

- Concept of Itihāsa and Purāṇa.
- Mahābhārata: a grand narrative of the Dvāpara.
- Ārṣakāvya Mahābhārata as a major textual source of Indian history.
- Purāṇetihāsa: Problems in translation and comprehension.

Unit II Ārṣakāvya Mahābhārata: Itihāsa-Kāvya. **Credit 1**

- Mahābhārata and the Śruti Paramparā.
- Mahābhārata: An encyclopaedia of Culture and Civilisation.
- Editions (Vācanā) of the Mahābhārata and critical edition.
- Time, subject matter, Ākhyānopākhyāna.
- Historical insights: description of communities and the lineages of kings.

Unit III Mahābhārata: Evidences of Historical Transitions. **Credit 1**

- Historicity of the Mahābhārata: Lokasmṛti, Literature, Arts
- People, communities and society in the Mahābhārata.
- Textual evidences other than the Mahābhārata
- Geographical space and cultural cultural expressions
- Scientific dating
- Archaeological and Geological Evidences
- Linguistic and cultural continuity

Unit IV Contribution of Mahābhārata in Indian Knowledge System. Credit 1

- Importance of the Mahābhārata as in Indian Historiography.
- Contribution of the Mahābhārata in Indian Knowledge System.
- The Mahābhārata in loka and Śāstra: continuity of tradition.
- The Mahābhārata and Vyāsa-Paramparā.
- The Mahābhārata: as source of knowledge in society.
- The Mahābhārata and Modern historical discourse.

Essential/Recommended Readings/Texts:

1. *Mahabharata with Neelakantha's Commentary* (1929–1933), Poona: Chirtasala Press.
2. *The Critical Edition of The Mahābhārata* (2001), Edited by Vishnu S. Sukthankar, Pune: Bhandarkar Oriental Research Institute.
   (19 volumes in 22 parts, 1998th edition, reprint 2001)
3. *Some Exemplary Characters of the Mahābhārata* (2008), Gorakhpur: Gita Press.
4. *श्री महर्षि वेदव्यासप्रणीत महाभारत* (2020), छः खण्डों में, हिन्दी अनुवाद सहित, गोरखपुर : गीताप्रेस।

Additional Resources:

1. Hopkins, E. W., (1969), *The Great Epic of India*, Calcutta: Punthi Pushtaka.
2. Pusalker, A. D., (1963), *Studies in the Epic and Puranas*, Bombay: Bharatiya Vidya Bhavan.
3. करपात्री जी (1978), *श्रीरामायण-महाभारत कालमीमांसा*, वाराणसी।
4. पाण्डेय, रामचन्द्र (अनु.) (1966), *संस्कृत साहित्य का इतिहास* - एम, विण्टरनित्स, दिल्ली : मोतीलाल बनारसीदास।
5. Sukthankar, V. S., (2003), *On the Meaning of the Mahābhārata*, Delhi: Motilal Banarsidass.
6. व्यास, भोलाशंकर (संपा.) (2000), *संस्कृत वाङ्मय का बृहद् इतिहास* (आर्षखण्ड), लखनऊ : उत्तरप्रदेश संस्कृत संस्थान।
7. पोद्दार, वासुदेव (2006), *रामायण-महाभारत : काल, इतिहास, सिद्धान्त*, कोलकाता।

8. Pandey, Govind Chandra (ed.) (2014), *Itihāsa: Svarūpa evam Suddhānta*, Jaipur: Rajasthan Hindi Granth Akademi.
9. Lal, B. B., (2013), *Historicity of the Mahābhārata: Evidence of Literature, Art and Archeology*, Delhi: Aryan Books International.
10. लाल, बी. बी. (2019), *महाभारत की ऐतिहासिकता: साहित्य, कला तथा पुरातत्त्व के साक्ष्य*, अनु, नरेन्द्र कुमार सिन्हा, दिल्ली : Aryan Book International.
11. Lal, B. B., (2021), *Indraprastha: The Earliest Delhi Going Back to the Mahābhārata Times*, Delhi: Aryan Book International.
12. ऋषि, उमाशंकर शर्मा (2021), *संस्कृत साहित्य का इतिहास*, वाराणसी : चौखम्बा भारती अकादमी।
13. Vartak, P. V., *The Scientific Dating of the Mahābhārata War*, Pune: Vartak Prakashan.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Studies in Viṣṇupurāṇa

Course Objectives:

1. To present the valuable socio-cultural-geographical heritage of India as preserved in Purāṇic tradition.
2. To the study of Viṣṇupurāṇa as a historical and cultural text.
3. To enable students to explore the texts of Viṣṇupurāṇa in the light its geographical, anthropological, archaeological evidences.
4. To enable students to appreciate the significance of Viṣṇupurāṇa in Indian Knowledge Tradition.
5. To help students to understand sacred geography in Viṣṇupurāṇa.

Learning outcomes:

After completion of this course, the students will:

1. Be informed of the basic structure, contents and importance of major Purāṇas.
2. Know the importance of Paurāṇic tradition for Indian culture and society.
3. Have a thorough understanding of Viṣṇupurāṇa in the light of its socio-political and cultural-historical relevance.
4. Gain the knowledge of Geographical and Cultural aspects of the Viṣṇupurāṇa.
5. Know the Viṣṇupurāṇa as a source of dharma, ethics, arts, literature, philosophy, culture, sciences etc.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	**Studies in Viṣṇupurāṇa**	**04**	**0**	**0**	**04**

Details of Course:

Unit I Bhāratīya Itihāsa Dṛṣṭi: Purāṇa Literature. **Credit 1**

- Concept of Itihāsa and Purāṇa.
- Definition Purāṇa.
- Classification of Purāṇas.
- Time, subject matter, historical, literary and cultural importance of Purāṇas.
- Oral and textual representations of Purāṇas.

Unit II Viṣṇupurāṇa: A Brief Introduction. **Credit 1**

- Racanākāla (Time) of Viṣṇupurāṇa.
- Viṣayavastu (subject matter) of Viṣṇupurāṇa.
- Historical, literary, philosophical, cultural, dhārmika and social importance.
- Ākhyānopākhyāna and its significance.

Unit III Historicity of Viṣṇupurāṇa. **Credit 1**

- Sṛṣṭi Varṇana (Creation) (Prathama Aṁśa)
- Geographical and astrological descriptions (Dvitīya Aṁśa)

- Branches of Veda,Varṅāśrama Dharma and Saṁskāra ((Tṛtīya Aṁśa)
- Vaṁśānucarita: Manuvaṁśa, Ikṣvākuvaṁsa, Nimivaṁsa, Somavaṁsa, Kāśyapavaṁsa, Yaduvaṁsa, Druhtuvaṁsa, Anuvaṁsa, Puruvaṁsa, Kuruvaṁsa, Magadhvaṁsa, Future dynasties of Kaliyuga, Kalidharma (Caturtha Aṁśa)
- Social and historical context of Kṛṣṇalīlā, Rājyārohaṇa of Parīkṣita, Kālagaṇanā, Pralaya (Pañcam-Ṣaṣṭa Aṁśa)

Unit IV Contribution and relavance of Viṣṇupurāṇa in Indian Knowledge System.
Credit 1

- Importance of Viṣṇupurāṇa in Indian Knowledge System.
- Continuity of tradition in Viṣṇupurāṇa.
- Viṣṇupurāṇa and Vyāsa-Paramparā.
- Itihāsa-Purāṇa and Modern historical discourse.
- Relevance of Viṣṇupurāṇa with special reference to Kalivaṛṇana and Pralaya.

Essential/Recommended Readings/Texts:

1. Wilson, H, H, (1980), *The Viṣṇu Purāṇa: A system of Hindu Mythology and Tradition*, Text in Devanagari, English translation and appendices, Delhi: Nag Publishers.
2. Dutt, Mammatha Nath (Ed,), (1896), *Prose English Translation of Vishupuranam based on H, H, Wilson's Translation*, Calcutta: Elysum Press.
3. श्रीविष्णुपुराण, (1990), *श्रीविष्णुपुराण*, सचित्र, हिन्दी अनुवाद सहित, अनु, श्रीमुनिलाल गुप्त, गोरखपुर : गीताप्रेस।
4. Upreti, Thaneshachandra (Ed,), (2005), *Viṣṇumahāpurāṇaṁ of Maharṣi Vedavyāsa*, Vol-1, Delhi: Parimal Publications.
5. Upreti, Thaneshachandra (Ed,), (2011), *Viṣṇumahāpurāṇaṁ of Maharṣi Vedavyāsa*, Vol-2, Delhi: Parimal Publications.

Additional Readings:

1. Aiyar, N. K., (1916), *The Puranas in the Light of Modern Sciences*, Adyar: Theosophical Publishing House.
2. Hazra, R. C., (1962), *The Puranas: The Upapuranas in the Cultural Heritage of India*, Vol. II, Calcutta: Ramakrishna Mission Institute.
3. Pusalker, A. D., (1963), *Studies in the Epic and Puranas*, Bombay: Bharatiya Vidya Bhavan.
4. पाठक, सर्वानन्द, (1967), *विष्णुपुराण का भारत*, वाराणसी : चौखम्बा संस्कृत सीरीज ऑफिस।

5. चतुर्वेदी, गिरिधरशर्मा, (1970), *पुराणपरिशीलन*, बिहार : बिहार राष्ट्रभाषा परिषद्।
6. चतुर्वेदी, चक्रवर्ती रामाधीन, (1986), *विष्णुपुराण-तत्त्वदर्शन*, वाराणसी : किशोर विद्या निकेतन।
7. Rochero, Ludo, (1986), *The Puranas (A History of Indian Literature)*, Vol. IV, Wiesbaden: Otto Harrassowitz.
8. व्यास, भोलाशंकर, (संपा.), (2000), *संस्कृत वाङ्मय का बृहद् इतिहास (आर्षखण्ड)*, लखनऊ : उत्तरप्रदेश संस्कृत संस्थान।
9. उपाध्याय, बलदेव, (2009), *पुराण-विमर्श*, वाराणसी : चौखम्बा विद्याभवन।
10. पण्डा, गंगाधर, *संस्कृत वाङ्मय का बृहद् इतिहास, पुराण खण्ड*, लखनऊ : उत्तरप्रदेश संस्कृत संस्थान।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Studies in Śivapurāṇa

Course Objectives:

1. To present the valuable socio-cultural-geographical heritage of India as preserved in Purāṇic literature.
2. To introduce students to the study of Śivapurāṇa as a historical text.
3. To provide a foundational understanding of Śivapurāṇa and the Paurāṇic tradition.
4. To enable students to explore the texts of Śivapurāṇa in the light its geographical, anthropological, archaeological evidences.
5. To enable students to appreciate the significance of Śivapurāṇa in Indian Knowledge Tradition.
6. To help students to comprehend the actual wisdom and contribution of Śivapurāṇa in the Indian tradition

Learning outcomes:

After completion of this course, the students will:

1. Be informed of the basic structure, contents and importance of major Purāṇas.
2. Know the importance of Paurāṇic tradition for Indian culture and society.
3. Have a thorough understanding of Śivapurāṇa in the light of its socio-political-cultural-historical relevance.
4. Gain the knowledge of Geographical and Cultural aspects of the Dvādaśa-Jyotirliṅga.
5. Know the Śivapurāṇa as a source of dharma, ethics, arts, literature, philosophy, culture, sciences etc.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Studies in Śivapurāṇa	04	0	0	04

Details of Course:

Unit I Bhāratīya Itihāsa Dṛṣṭi: Purāṇa Literature. **Credit 1**

- Concept of Itihāsa and Purāṇa.
- Definition Purāṇa.
- Classification of Purāṇas.
- Importance of Śaivapurāṇa-s in Indian cultural heritage.
- Time, subject matter, historical, literary and cultural importance of Purāṇas.
- Oral and textual representations of Purāṇas.

Unit II Historicity of Śivapurāṇa-1 **Credit 1**

- Śivapurāṇa A brief Introduction.
- Racanākāla (Time), Viṣayavastu (subject matter)
- Historical, literary, philosophical, cultural, dhārmika and social importance.
- Ākhyānopākhyāna and its significance.

- Bhakti, Jñāna, Sadācāra, Śaucācāra, Upāsanā, Lokavyavahāra (social behaviour), Mānavajīvana, Vrata, Utsava in Śivapurāṇa.
- Vaṁśānucarita.
- Sṛṣṭi Varṇana (Creation).
- Description of various Tīrtha-s, Rivers, Ocean, Mountains and Seasons.
- Oṣadhi and vṛkṣa-vanaspati.

Unit III Historicity of Śivapurāṇa. Credit 1

- Social and historical context of Liṅgopāsanā
- Pūjanavidhi and Prakriyā (methods and procedures of worship)
- Establishment of Śivaliṅga-s. in Kāśī.
- Historical, geographical and cultural significance of Dvādaśa Jyotirliṅga and Upaliṅga
- Descripation of Bhāratavarṣa and various islands.
- Concept of time: Caturdaśa Manvanatara
- Śivapurāṇa: an important text of Śaiva-Siddhānta and Upāsanā-paddhati

Unit IV Contribution and relavance of Śivapurāṇa in Indian Knowledge System. Credit 1

- Importance of Śivapurāṇa in Indian Knowledge System.
- Continuity of tradition in Śivapurāṇa.
- Śivapurāṇa and Vyāsa-Paramparā.
- Śivapurāṇa: Modern historical-philosophical-social-cultural discourse.
- Relevance of Śivapurāṇa with special reference to Dvādaśa Jyotirliṅga.

Essential/Recommended Readings/Texts:

1. महर्षि वेदव्यास प्रणीत *श्रीशिवमहापुराण* (प्रथम खण्ड–पूर्वार्ध), मूल संस्कृत श्लोक–हिन्दी व्याख्या सहित, (संवत् 2076), गोरखपुर : गीताप्रेस।
2. महर्षि वेदव्यास प्रणीत *श्रीशिवमहापुराण* (द्वितीय खण्ड–उत्तरार्ध), मूल संस्कृत श्लोक–हिन्दी व्याख्या सहित, (संवत् 2076), गोरखपुर : गीताप्रेस।
3. *शिवपुराण* (प्रथम खण्ड), सम्पादक श्रीराम शर्मा आचार्य, (1976), बरेली, उत्तर प्रदेश : संस्कृति संस्थान।
4. *शिवपुराण* (द्वितीय खण्ड), सम्पादक श्रीराम शर्मा आचार्य, (1976), बरेली, उत्तर प्रदेश : संस्कृति संस्थान।
5. महर्षि वेदव्यासकृत *श्रीशिवपुराणभाषा* (11 खण्ड), पुरोहित, विनोदकुमार शास्त्री, (1989), मथुरा : काशी पुस्तकालय।
6. *श्रीशिवपुराण*, सम्पादक रामचन्द्र वर्मा, (1979), दिल्ली : अनुपम पॉकेट बुक्स।
7. *सम्पूर्ण श्री शिव महापुराण* (11 खण्ड), सम्पादक केवल कृष्ण शास्त्री, जालन्धर : प्रदीप पब्लिशर्स।
8. *संक्षिप्त शिवपुराण*, सम्पादक हनुमान प्रसाद पोद्दार, (संवत् 2051), गोरखपुर : गीताप्रेस।
9. *शिव महापुराण कथासार*, गोरखपुर : गीताप्रेस।

10. *कल्याण शिवमहापुराणाङ्क*, गोरखपुर : गीताप्रेस।
11. *Prose English Translation of Viṣṇupurāṇam* (based on H. H. Wilson's Translation), Editor Mammatha Nath Dutt, (1896), Calcutta: Elysium Press.
12. *Viṣṇumahāpurāṇam* of Maharṣi Vedavyāsa (Vol. II), Editor Thaneshachandra Upreti, (2011), Delhi: Parimal Publications.
13. Wilson, Horace Hayman, (1980), *The Viṣṇu Purāṇa: A System of Hindu Mythology and Tradition*, Delhi: Nag Publishers.

Additional Readings:

1. चतुर्वेदी, गिरिधरशर्मा, *पुराणपरिशीलन,* (1970), पटना : बिहार राष्ट्रभाषा परिषद्।
2. त्रिपाठी, रमाशंकर, *शिवमहापुराण की दार्शनिक तथा धार्मिक समालोचना,* (विक्रमाब्द 2032), वाराणसी : हरिशंकर त्रिपाठी।
3. चतुर्वेदी, गिरिधरशर्मा, *पुराणविद्या*, (संवत् 2051), जयपुर : राजस्थान संस्कृत अकादमी।
4. पाठक, सर्वानन्द, *विष्णुपुराण का भारत,* (1967), वाराणसी : चौखम्बा संस्कृत सीरीज ऑफिस।
5. व्यास, भोलाशंकर (संपा.), *संस्कृत वाङ्मय का बृहद् इतिहास (आर्ष-खण्ड),* (2000), लखनऊ : उत्तरप्रदेश संस्कृत संस्थान।
6. उपाध्याय, बलदेव, *पुराण-विमर्श,* (2009), वाराणसी : चौखम्बा विद्याभवन।
7. पण्डा, गंगाधर, *संस्कृत वाङ्मय का बृहद् इतिहास (पुराण-खण्ड),* लखनऊ : उत्तरप्रदेश संस्कृत संस्थान।
8. Aiyar, Narayanaswami Krishna, *The Purāṇas in the Light of Modern Sciences,* (1916), Adyar: Adyar Library.
9. Hazra, Ramchandra Chintamani, *The Purāṇas: The Upapurāṇas in the Cultural Heritage of India (Vol. II),* (1962), Calcutta: Ramakrishna Mission Institute of Culture.
10. Pusalker, Achyut Dattatraya, *Studies in the Epic and Purāṇas,* (1963), Bombay: Bharatiya Vidya Bhavan.
11. Loha, Bhaskaranan, *Paurāṇika Sāhitya aur Saṃskṛti,* (1964), Lucknow: Rama Prakashan.
12. Mani, Vettam, *Puranic Encyclopaedia: A Comprehensive Dictionary with Special Reference to the Epic and Puranic Literature,* (1975), Delhi: Motilal Banarsidass.
13. Rocher, Ludo, *The Purāṇas (A History of Indian Literature, Vol. IV),* (1986), Wiesbaden: Otto Harrassowitz.

14. Parameshwaranand, Swami, *Encyclopaedic Dictionary of Purāṇās (Vols. I–V, A–C),* (2001), New Delhi: Sarup & Sons.
15. Parameshwaranand, Swami, *Encyclopaedia of Śaivism (Vol. I),* (2004), New Delhi: Sarup & Sons.

DSE COURSES:

JYOTISHAM

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Survey of Indian Astronomy

Course Objectives:

1. To introduce students to the history and development of Indian astronomy and astrology (Jyotiṣa).
2. To provide an overview of the major branches of Indian astrology and astronomy.
3. To familiarize students with the fundamental concepts and applications of Jyotiṣa.
4. To introduce the contributions of ancient Indian Ācāryas to the development of Jyotiṣa-śāstra.
5. To highlight the cultural, scientific, and societal significance of Indian astronomy and astrology.

Learning Outcomes:

After the completion of the course, the students will:

1. Understand the historical development of various branches of Indian astronomy and astrology.
2. Explain the relevance and importance of Jyotiṣa in day-to-day life.
3. Appreciate the contribution of Indian astronomy and astrology to modern scientific thought.
4. Identify the individual contributions of major Ācāryas in the tradition of Jyotiṣa-śāstra.
5. Apply the knowledge of Indian astronomy and astrology for the benefit of society, nation, and humanity.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.1	Survey of Indian Astronomy	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Definition of *Jyotiṣaśāstra.*
- Origin and gradual development of *Jyotiṣaśāstra.*
- The fivefold structure of *Jyotiṣa.*
- Importance of *Jyotiṣaśāstra.*
- Utility of *Jyotiṣaśāstra* and classification of time.

Unit II **Credit 1**

- Pañcāṃga.
- Praśnaśāstra.
- Ramalaśāstra.
- Śakunaśāstra.
- Vāstuśāstra.
- Ssāmudrikaśāstra.

- Muhūrttavicāra.

Unit III **Credit 1**

- Texts of ancient *Ācāryas* and their introduction including:
    - *Āryabhaṭṭa-prathama.*
    - *Āryabhaṭṭa-dvitīya.*
    - *Kālakācārya.*
    - *Varāhamihira.*
    - *Kalyāṇavarmā.*
    - *Brahmagupta.*
    - *Muṃjāla.*
    - *Bhaṭṭotpala.*
    - *Bhāskarācārya.*
    - *Ballālasena.*
    - *Keśava-dvitīya.*
    - *Gaṇeśa-daivajña.*
    - *Ḍhuṃḍhirāja.*

Unit IV **Credit 1**

- Māsa.
- Ṛtu.
- Ayana.
- Varṣa.
- Yuga.
- Grahakakṣā.
- Nakṣatra.
- Graharāśi.
- Grahaṇa.
- Bhāvavicāra.
- Yogavicāra.
- Viṣuvadinavicāra.
- Sauramāsa.
- Karaṇa.
- Sāvanadina.
- Uttaragola.
- Amāvasyā.
- Pūrṇimā.

Essential/Recommended Readings/Texts:

1. नेमिचंद्रशास्त्री, (1970), *भारतीय ज्योतिषशास्त्र का इतिहास*, नई दिल्ली : भारतीय ज्ञानपीठ।
2. गोरखप्रसाद, (1974), *भारतीय ज्योतिषशास्त्र का इतिहास*, लखनऊ : हिन्दी संस्थान।
3. शंकर बालकृष्ण दीक्षित, (अनु.), (1975), *भारतीय ज्योतिषशास्त्र का इतिहास*, लखनऊ : हिन्दी संस्थान।
4. Sankar Balkrishna Dikshit, (1981), *History of Indian Astronomy*, Calcutta: Government of India Book Dept.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Laghupārāśarī and Madhyapārāśarī

Course Objectives:

1. The objective of this paper is to give the knowledge of the prediction part of Indian astrology and especially in the context of Parashar theory.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to know the basic concept and prediction according to Parashar theory.
2. Be able to understand and critically explain the prescribed text and terms.
3. Be able to know the basic concepts and import.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.2	Laghupārāśarī and Madhyapārāśarī	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Laghupārāśarī-Saṃjñādhyāya.
- Phalanirṇayādhyāya.

Unit II **Credit 1**

- Laghupārāśarī-Yogaphalādhyāya.
- Mārakādhyāya.
- Daśāphalādhyāya.

Unit III **Credit 1**

- Madhyapārāśarī - Prathama Pariccheda.

Unit IV **Credit 1**

- Madhyapārāśarī - Ṣaṣṭha Pariccheda.

Essential/Recommended Readings/Texts:

1. पं. केदारदत्त जोशी, (1994), *लघुपाराशरी एवं मध्यपाराशरी* (व्या.), दिल्ली : मोतीलाल बनारसीदास।
2. दीवान राम चंद्रकपूर, (1996), *लघुपाराशरी* (व्या.), दिल्ली : मोतीलाल बनारसीदास।
3. O. P. Verma, (2001), *Laghuparasari* (Translation), New Delhi: Ranjan Publications.
4. शुकदेव चतुर्वेदी, (2004), *लघुपाराशरी* (व्या.), नई दिल्ली : लालबहादुरशास्त्री राष्ट्रिय संस्कृत विद्यापीठ।
5. Chandrashekhar Sharma, (2016), *Laghuparashari and Madhyaparashari* (Translation), Chandigarh: Saptrishis Publications.

6. पं. अच्युतानन्द झा, (2022), *लघुपाराशरी एवं मध्यपाराशरी* (व्या.), दिल्ली : चौखम्भा संस्कृत पुस्तकालय।
7. सुरेशचंद्र मिश्र, (2022), *लघुपाराशरी* (व्या.), दिल्ली : रंजन पब्लिकेशन।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Jātakālaṃkāra

Course Objectives:

1. The objective of this paper is to give the knowledge of prediction part of Indian astrology or Jataka-Skandha.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to know the basic concept of Jataka-Skandha.
2. Be able to understand and critically explain the prescribed text and terms.
3. Be able to know the basic concept of Jataka-Skandha and prediction according to Jātakālaṃkāra which is based on Shukasutra.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.3	Jātakālaṃkāra	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Saṃjñādhyāya.
- Bhāvādhyāya.

Unit II **Credit 1**

- Yogādhyāya.

Unit III **Credit 1**

- Āyurdāyādhyāya.

Unit IV **Credit 1**

- Viṣakanyāyogādhyāya.
- Vyatyayaphalādhyāya.

Essential/Recommended Readings/Texts:

1. पं. गणेशदत्त पाठक, (1936), *जातकालंकार* (व्या.), वाराणसी : चौखम्बा पब्लिकेशन्स, भार्गव भूषण प्रेस।
2. V. Subrahmanya Sastri, (1941), *Jatkalankar* (Translation), Bangalore: Vijaya Lakshmi Vilas.
3. सुरेशचंद्र मिश्र, (2004), *जातकालंकार* (व्या.), दिल्ली : रंजन पब्लिकेशन।
4. Dr. K. S. Charak, (2019), *Jatkalankar* (Translation), Delhi: Uma Publications.

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Bhāratīya Kuṇḍalī Vijñāna

Course Objectives:

1. To teach the students about mathematical calculation for making horoscope, various units of time and annual horoscope.

Learning Outcomes:

After the completion of the course, the students will:

1. Be able to know the concept behind Panchanga.
2. Be able to get Knowledge about how to make a horoscope.
3. Be able to know the concept of dasha-sadhana.
4. Be able to know basic concept of Varshphal/Tajikshastra.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.1	Bhāratīya Kuṇḍalī Vijñāna	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Pañcāṃgavicāra.
- Tithikṣayavṛddhinirṇaya.
- Pañcāṃgamāhātmya.
- Bhadrā.
- Rāśi.
- Saṃvatsara.
- Ayana.
- Gola.
- Ṛtu.
- Māsa.
- Pakṣa.
- Ghātacakra.
- Janma-nāma vicāra.

Unit II **Credit 1**

- Sūryodayasādhana.
- Spaṣṭagraha.
- Cālana.
- Iṣṭakālasādhana.
- Iṣṭakālika Gahasādhana.
- Bhayāta-Bhabhoga.
- Candraspaṣṭīkaraṇa.

Unit III **Credit 1**

- Ayanāṃśa.
- Carakhaṇḍānayana.

- Laṃkodaya and Svodayamāna.
- Lagnānayana.
- Natasādhana.
- Daśamalagnasādhana.

Unit IV **Credit 1**

- Saṃsadhidvādaśabhāva.
- Viṃśopakabala.
- Daśavarga.
- Graha Ucca-Nīca Vibhāga.
- Saptakavargabala-vicāra.
- Rekhāṣṭaka.
- Āyu-sādhana.

Essential/Recommended Readings/Texts:

1. ओझा, मीठालाल हिम्मतराम, (2004), *भारतीय कुण्डली विज्ञान*, वाराणसी : देवर्षि प्रकाशन।
2. झा, सुरकांत, (2016), *भारतीय कुण्डली विज्ञान*, वाराणसी : चौखंभा संस्कृत सीरीज ऑफिस।

Additional Resources:

1. नेमिचन्द्र, (1987), *भारतीय ज्योतिष शास्त्री*, नई दिल्ली : भारतीय ज्ञानपीठ प्रकाशन।
2. शिवनाथ झारखण्डी, (2010), *भारतीयज्योतिषं*, लखनऊ : उत्तरप्रदेश हिन्दी संस्थान।
3. नेमिचंद्र शास्त्री, (1992), *भारतीयज्योतिषं*, दिल्ली : भारतीय ज्ञानपीठ प्रकाशन।
4. Tucker, W. M., (1960), *Astrology for Everyman*, New Delhi: Sagar Publication.
5. Sankar Balkrishna Dikshit, (1981), *History of Indian Astronomy*, Calcutta: Government of India Book Dept.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Basic Principals of Vāstuśāstra

Course Objectives:

1. To learn the basic principles and core concepts of Vastu Shastra.
2. To understand the flow of energies in different directions and their impact on occupants.
3. To apply Vastu principles in the design and construction of buildings and spaces.
4. To identify common Vastu defects in existing structures.
5. To suggest suitable Vastu-based measures to enhance harmony, prosperity, and well-being.

Learning Outcomes:

After the completion of the course, the students will:

1. Understanding Vastu Fundamentals: Students will learn the basic principles and concepts of Vastu Shastra, including its history and significance.
2. Analyzing Spatial Energies: Students will understand the flow of energies in different directions and their impact on occupants, including the five elements and their balance.
3. Designing Vastu-Compliant Spaces: Students will learn to design spaces that are Vastu-compliant, promoting harmony, prosperity, and well-being.
4. Identifying and Rectifying Vastu Defects: Students will be able to identify and rectify Vastu defects in existing buildings and spaces to improve the quality of life.
5. Applying Vastu Principles in Practice: Students will develop skills to apply Vastu principles in real-world scenarios, including residential, commercial, and industrial spaces.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.2	Basic Principals of Vāstuśāstra	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Origin and development of *Vāstuśāstra.*
- Classifications of *Vāstuśāstra.*
- Introduction to the foundational texts of *Vāstuśāstra.*

Unit II **Credit 1**

- Introduction to the *Pañcamahābhūtas.*
- Utility of the *Pañcamahābhūtas* in *Vāstuśāstra.*
- Jala-prabandhana (water management)
- Sūrya-prakāśa-prabandhana (management of sunlight / solar illumination)
- Vāyu-tattva-prabandhana (management of air and ventilation)
- Khiḍakī (windows)
- Jharokhā (*gavākṣa*) and *ākāśa*

Unit III **Credit 1**

- Methods of *Bhūmi-parīkṣaṇa.*
- Forms and types (*ākāra–prakāra*) of Bhūmi
- Examination of the auspicious and inauspicious nature (*śubhāśubhatva-vicāra*) of Bhūmi through:
    - *Varṇa* (Colour)
    - *Rasa* (Taste)
    - *Gandha* (Smell), and *Plavatvādi Guṇas* (properties such as Buoyancy, etc.)
    - Characteristics of *Praśasta* (commendable) and *Niṣiddha* (prohibited) Bhūmi

Unit IV **Credit 1**

- Padavinyāsa in *Vāstuśāstra.*
- Marma-sthāna in *Vāstuśāstra.*
- Brahmasthāna and its importance.
- Relationship between *Vāstu* and *Paryāvaraṇa.*

Essential/Recommended Readings/Texts:

1. Shukla, D. N., (1960), *Vāstu-śāstra: Hindu Science of Architecture*, (in two vols.), Lucknow: Shukla Printing Press.
2. शुक्ल, द्विजेन्द्रनाथ, (1967), *भारतीय वास्तुशास्त्र और प्रतिमा विज्ञान*, लखनऊ।
3. अच्युतानन्द झा, (1983), *बृहत्संहिता*, वाराणसी : चौखम्बा विद्याभवन।
4. रामनिहोरद्विवेदी, (संग्राहक एवं हिन्दी अनुवादक), ब्रह्मानन्द त्रिपाठी, (1987), *बृहद्वास्तुमाला*, वाराणसी : चौखम्बा सुरभारती प्रकाशन।
5. Varāhamihir, (1995), *Brhāt Samhitā*, (in two vols.), Edited with English Translation by M. Ramakrishna Bhat, Delhi: Motilal Banarasidass.
6. चतुर्वेदी, शुकदेव, (2004), *भारतीय वास्तुशास्त्र - वर्तमान सन्दर्भ में समग्र परिशीलन*, नई दिल्ली : श्री लालबहादुरशास्त्री राष्ट्रीय संस्कृत विद्यापीठ ग्रन्थमाला, पुष्प–66।

Difficulty Level 600-699

Credits - 4 Hours - 60

DSE 2.A.3: Muhūrtta Mārtanda

Course Objectives:

1. To understand Muhurta Principles: Learn the fundamental principles of Muhurta and its significance in Hindu astrology.
2. To analyze Planetary Influences: Analyze planetary influences and their impact on Muhurta calculations.
3. To select Auspicious Muhurtas: Develop skills to select the most auspicious Muhurtas for maximum benefits and positive outcomes.

Learning Outcomes:

After the completion of the course, the students will:

1. Understand how to calculate auspicious times for various events, including weddings, ceremonies, and other important life events.
2. Apply Muhurta principles in real-world scenarios to determine the most auspicious times for various activities.
3. To select the most auspicious Muhurtas for maximum benefits and positive outcomes, ensuring success and prosperity in various endeavours.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.3	Muhūrtta Mārtanda	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Tyājya prakaraṇam.
- Nakṣatra prakaraṇam.
- Saṃskāra prakaraṇam

Unit II **Credit 1**

- Vivāha prakaraṇam (Melāpaka Vicāra to Vivāha Lagna Śuddhi)

Unit III **Credit 1**

- Vivāha prakaraṇam (Vividha Doṣa Vicāra to Nakṣatra Vicāra in Melāpaka)

Unit IV **Credit 1**

- Miśraprakaraṇam.
- Pallīpatana phalādi prakaraṇam and Gocara prakaraṇam.

Essential/Recommended Readings/Texts:

1. नारायण भट्ट, (1998), *मुहूर्त मार्तण्ड*, टीकाकार – पं. गणेशदत्त पाठक, वाराणसी : सावित्री ठाकुर प्रकाशन।
2. रामदैवज्ञ, (2017), *मुहूर्तचिन्तामणिः*, व्याख्याकार – श्री विंध्येश्वरी प्रसाद द्विवेदी, वाराणसी : चौखम्भा सुरभारती प्रकाशन।

DSE COURSES:

EPIGRAPHY

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Epigraphy and Numismatics

Course Objectives:

1. The objective of this course is to introduce students to the study of epigraphy and numismatics as essential tools for understanding history and culture.
2. It aims to provide a foundational knowledge of inscriptions and coins, focusing on their significance in reconstructing historical events, economic systems, and cultural practices.
3. The course will explore methods of deciphering inscriptions and analysing coins, equipping students with the skills to interpret these primary sources and appreciate their role in preserving and studying India's rich heritage.

Learning Outcomes:

After the completion of this course, the students will:

1. Understand the significance of epigraphy and numismatics in historical and cultural studies.
2. Learn the methods of deciphering inscriptions and analysing coins.
3. Develop the ability to interpret inscriptions and coins as primary historical sources.
4. Gain insights into the economic, political, and cultural aspects reflected in epigraphs and Numismatics.
5. Appreciate the role of inscriptions and coins in reconstructing and preserving India's heritage.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.1	Epigraphy and Numismatics	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction of Epigraphy.
- Origin and Development.
- Types of Inscriptions.
- Importance of Inscriptions in Understanding History and Culture.

Unit II **Credit 1**

- System of Dating, Chronology.
- Understanding Eras in Inscriptions- Vikram Era, Shaka Era, Gupta Era and Harsha Era.
- Indologists and their Contribution.
- Centre for Epigraphical Studies.

Unit III **Credit 1**

- Introduction of Numismatics.
- Origin and Antiquity of Coinage in India.
- Types of Ancient Coins.
- Coins as a Source of History.

Unit IV **Credit 1**

- Manufacturing Techniques of Ancient Coins.
- Coins of major Indian Dynasties.
- Authority for Issuing Coins.
- Iconography on Coins and its Importance.

Essential/Recommended Readings/Texts:

1. Buhler, G., (1898), *On the origin of the Indian alphabet & numerals*, Strasbourg.
2. सहाय, शिवस्वरूप, (1977), *भारतीय पुरालेखों का अध्ययन*, दिल्ली : मोतीलाल बनारसीदास।
3. राणा, एस. एस., (1978), *भारतीय अभिलेख*, दिल्ली–वाराणसी : भारतीय विद्याप्रकाशन।
4. Sanskrit, Prakrit, and the other Indo-Aryan Languages, (1998), Oxford: University Press.
5. सैनी, रणजीतसिंह, (2000), *अभिलेखमञ्जूषा*, दिल्ली : न्यू भारतीय बुक कॉर्पोरेशन।
6. राजबली, पाण्डेय, (2023), *भारतीय पुरालिपि*, इलाहाबाद : लोक भारती प्रकाशन।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Decipherment of Brahmi Inscriptions

Course Objectives:

1. The objectives of this course are to equip students with the skills necessary to decipher and interpret Brahmi inscriptions from various historical periods.
2. It aims to introduce students to the historical development and significance of the Brahmi script, enabling them to analyze its cultural, historical, and linguistic contexts.
3. The course also focuses on developing proficiency in the methodologies used for deciphering inscriptions, allowing students to gain a deeper understanding of their role in historical research.
4. Additionally, it provides practical experience through hands-on exercises and the study of authentic Brahmi inscriptions.

Learning Outcomes:

After the completion of this course, the students will:

1. Decipher and interpret Brahmi inscriptions accurately.
2. Analyze the historical and cultural significance of the Brahmi script.
3. Apply appropriate methodologies for examining ancient inscriptions.
4. Conduct linguistic and contextual analysis of inscriptions.
5. Perform hands-on study of authentic Brahmi inscriptions to reinforce practical skills.
6. Assess the contribution of Brahmi inscriptions to the history of ancient Indian religious traditions.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.2	Decipherment of Brahmi Inscriptions	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Origin of Brahmi Script.
- Understanding the characteristics of Ashokan Brahmi.
- Decipherment of Ashokan Brahmi Inscriptions- Girnar rock edicts (No. II, III, VI) and Rummindei Pillar Edict.
- Challenges in deciphering Brahmi Inscriptions.

Unit II **Credit 1**

- Development of Post-Mauryan Brahmi.
- Understanding the characteristics of Post-Mauryan Brahmi.
- Comparative Study of the Satavahana and Shaka-Kshatrapa Scripts through Chart Preparation.
- Understanding “Swasti chinha”

Unit III **Credit 1**

- Development of Gupta's Script.
- Understanding the characteristics of Gupta's Script.
- Decipherment of Gupta's Script Inscriptions- Mehrauli Iran Pillar Inscription of Chandragupta and Kahaun Inscription of Skandgupta.
- Study of "Sanyuktakshar"

Unit IV **Credit 1**

- Development of North and South Indian Brahmi.
- Understanding the characteristics of Post-Gupta's Brahmi.
- Decipherment of Post-Gupta Inscriptions- Nagarjuni Hill Cave Inscription of Anantvarma and Ganjaam Copper Plate Inscription of Shashanka.
- Practicing Numbers and Matras.

Essential/Recommended Readings/Texts:

1. सहाय, शिवस्वरूप, (1977), *भारतीय पुरालेखों का अध्ययन*, दिल्ली : मोतीलाल बनारसीदास।
2. राणा, एस. एस., (1978), *भारतीय अभिलेख,* दिल्ली, वाराणसी : भारतीय विद्याप्रकाशन।
3. सैनी, रणजीतसिंह, (2000), *अभिलेखमञ्जूषा*, दिल्ली : न्यू भारतीय बुक कॉर्पोरेशन।
4. राजबली, पाण्डेय, (2023), *भारतीय पुरालिपि*, इलाहाबाद : लोक भारती प्रकाशन।

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Inscriptions of Post-Mauryan Period

Course Objectives:

1. The objective of this course is to provide students with an understanding of inscriptions from the Post-Mauryan period, focusing on their historical, cultural, and regional significance.
2. It aims to familiarize students with the development of epigraphy during this era, highlighting key inscriptions and their role in understanding the political, economic, and social dynamics of the time.
3. The course will also explore the evolution of scripts, languages, and stylistic features in inscriptions, enabling students to analyze the contributions of the Post-Mauryan period to the broader history of ancient India.

Learning Outcomes:

After the completion of this course, the students will:

1. Analyze the historical, cultural, and regional significance of Post-Mauryan inscriptions.
2. Examine key inscriptions from the Post-Mauryan period to interpret their role in reconstructing ancient Indian history.
3. Trace the evolution of scripts, languages, and stylistic features in Post-Mauryan inscriptions.
4. Interpret inscriptions as primary sources for studying political, economic, and social dynamics.
5. Evaluate the contributions of Post-Mauryan inscriptions to the understanding of ancient Indian civilization.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 1.A.3	Inscriptions of Post-Mauryan Period	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Historical Study of Post-Mauryan Period and Its Importance.
- Arrival of Foreigners in India and Their Adoption into Indian Culture.
- Post-Mauryan Influence: Crafting Bharat's Cultural and Political Landscape.

Unit II **Credit 1**

- Besnagar Garuda Pillar Inscription of Heliodorus.
- Ghoshundi Stone Inscription of King Sarvatata.
- Ayodhya Inscription of Dhanadeva.
- Hathigumpha Cave Inscription of Kharavela.

Unit III **Credit 1**

- Mathura Inscription of Sodasha.
- Nasik Cave Inscription of Ushavadata.
- Nahapana Nasik Cave Inscription of Rishabdutta.
- Junagarh Rock Inscription of Rudradaman.
- Sanchi Inscription of Shridharvarmma.

Unit IV **Credit 1**

- Sarnath Buddhist Inscription of Kanishka - I
- Mathura Inscription of Huvishka.
- Badwa Yup Inscription of Maukharis.

Essential/Recommended Readings/Texts:

1. सहाय, शिवस्वरूप, (1977), *भारतीय पुरालेखों का अध्ययन*, दिल्ली : मोतीलाल बनारसीदास।
2. राणा, एस.-एस., (1978), *भारतीय अभिलेख*, दिल्ली–वाराणसी : भारतीय विद्याप्रकाशन।
3. सैनी, रणजीतिसंह, (2000), *अभिलेखमञ्जूषा*, दिल्ली : न्यू भारतीय बुक कॉर्पोरेशन।
4. राजबली, पाण्डेय, (2023), *भारतीय पुरालिपि*, इलाहाबाद : लोक भारती प्रकाशन।

Additional Readings:

1. राजपुरोहित, भगवतीलाल, (2007), प्राचीन भारतीय अभिलेख, दिल्ली : शिवालिक प्रकाशन।
2. श्रीवास्तव, के. सी., (2015), प्राचीन भारत का इतिहास तथा संस्कृति, इलाहाबाद : यूनाइटेड बुक डिपो।

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Edicts of Ashoka Period

Course Objectives:

1. The objective of this course is to provide students with an in-depth understanding of the inscriptions from the Ashokan period, focusing on their historical, cultural, and linguistic significance.
2. It aims to familiarize students with the edicts of Emperor Ashoka, their content, purpose, and the Brahmi script used during this era.
3. The course will explore the role of these inscriptions in reconstructing the political and administrative history of Bharat and their contribution to the study of ancient Indian society and governance.

Learning Outcomes:

After the completion of this course, the students will:

1. Analyze the historical and cultural significance of Ashokan period inscriptions.
2. Examine Emperor Ashoka's edicts, including their content, purpose, and impact.
3. Identify and interpret the Brahmi script used during the Mauryan era.
4. Evaluate inscriptions as primary sources for understanding Ashokan administration and society.
5. Assess the role of Ashokan inscriptions in shaping the historical narrative of ancient India.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.1	Edicts of Ashoka Period	04	0	0	04

Details of Course:

Unit I **Credit 1**

- An Introduction of Ashokan Inscriptions.
- Historical Study of Mauryan Period.
- Ashoka's Dhamma: Bharat's Path to Peace.
- Ashoka's Policy and Vision: The Core of Shreshth Bharat.

Unit II **Credit 1**

- Girnar Rock Edicts (No. I, II, III, IV, VI)

Unit III **Credit 1**

- Rupnath Minor Rock Edict.
- Kalsi Inscription (No. XIII)
- Kalinga Rock Edict (No. II)

- Barabar Cave Inscriptions.

Unit IV **Credit 1**

- Delhi Topra Pillar Edicts (No. I, II, III, IV, VII)
- Kaushambi Minor Pillar Edict.
- Sarnath Minor Pillar Edict.

Essential/Recommended Readings/Texts:

1. Bhandarkar, D. R., (1925), *Ashoka* (Also in Hindi), Calcutta.
2. Basak, R. G., (1959), *Ashokan Inscriptions*, Calcutta: Progressive Publication.
3. Barua, B. M., (1968), *Ashoka and His Inscriptions* (two parts), Calcutta.
4. पाण्डेय, राजबली, (1992), *अशोक के अभिलेख*, दिल्ली : मुंशीराम मनोहरलाल।
5. ओझा, गौरीशंकर, (2002), *अशोककालीन धार्मिक लेख*, दिल्ली : भारतीय कला प्रकाशन।

Additional Readings:

1. Jaiswal, K. P., (1918), *Notes on Ashoka's Inscriptions*, J.B.O.R.S., 4, 144–147, Patna.
2. Hultzsch, E., (1925), *Corpus Inscriptionum Indicarum*, Vol. I (Inscriptions of Ashoka), Oxford.
3. Indological Book House (Rep.), (1969), Delhi.
4. Sircar, D. C., (1975), *Inscriptions of Ashoka*, New Delhi: Publication Division, Govt. of India.
5. Smith, V. A., (1988), *Ashoka* (The Buddhist Emperor of India) (reprint), Jaipur: Arihant Publication.
6. Mookerji, R. K., (1989), *Ashoka*, Delhi: Moti Lal Banarasi Dass.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Inscriptions of Gupta Period

Course Objectives:

1. The objective of this course is to provide students with a comprehensive understanding of the inscriptions from the Gupta period, focusing on their historical, linguistic, and cultural significance.
2. It aims to familiarize students with key inscriptions of Gupta rulers, exploring their role in documenting political, administrative, and religious developments.
3. The course will also examine the evolution of scripts and the impact of Gupta inscriptions on understanding the economic, social, and cultural landscape of ancient India.
4. Students will gain skills in analyzing and interpreting these inscriptions as primary sources of historical knowledge.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze the historical, linguistic, and cultural significance of Gupta period inscriptions.
2. Examine key inscriptions of Gupta rulers to assess their impact on political and administrative history.
3. Interpret inscriptions as primary sources for studying religious, social, and economic aspects of the Gupta period.
4. Trace the evolution of scripts and stylistic features in Gupta inscriptions.
5. Evaluate the role of Gupta period inscriptions in shaping the broader historical narrative of ancient India.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.2	Inscriptions of Gupta Period	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Historical Study of Gupta Period and Its Importance.
- Gupta Empire: Political Unity and Strong Administration.

Unit II **Credit 1**

- Prayag Pillar Inscription of Samudragupta.
- Mehrauli Iron Pillar Inscription of Chandragupta.
- Mathura Pillar Inscription of Chandragupta II.
- Udaigiri Caves Inscription of Chandragupta II.
- Bhilsad Pillar Inscription of Kumaragupta.
- Damodar Patt Copperplate Inscription of Kumaragupta.

Unit III **Credit 1**

- Bhitari Pillar Inscription of Skandagupta.
- Girnar Inscription of Skandagupta.
- Kahaun Inscription of Skandagupta.
- Mandsaur Inscription of Pattwaya Shreni.
- Mandsaur Inscription of Yashodharman.

Unit IV **Credit 1**

- Khoh Copper-plate Inscription of Maharaja Sankshobha.
- Sarnath Buddha Statue Inscription of Buddhagupta.
- Eran Varaha Inscription of Tormaan.
- Gwalior Inscription of Mihirkula.
- Puna Copperplate Inscription of Prabhavati Gupta.

Essential/Recommended Readings/Texts:

1. उपाध्याय, वासुदेव गुप्तसाम्राज्य का इतिहास (खण्ड 1-2), इण्डियनप्रेस, इलाहाबाद, 1957
2. उपाध्याय, वासुदेव गुप्त अभिलेख, बिहार हिन्दी ग्रन्थ अकादमी, पटना, 2000
3. फलीट, जे-एफ- भारतीय अभिलेखसंग्रह (प्रारम्भिक गुप्त शासकों के अभिलेख), खण्ड-3 (अनुवादक - गिरिजाशंकरप्रसादमिश्र), राजस्थान हिन्दी ग्रन्थ अकादमी जयपुर, 1974
4. राणा, एस-एस- भारतीयअभिलेख, भारतीय विद्याप्रकाशन, दिल्ली-वाराणसी, 1978
5. सैनी, रणजीतसिंह-अभिलेखमञ्जूषा, न्यू भारतीय बुक कार्पोरेशन, दिल्ली, 2000.
6. Banerji, M. A Study of Important Gupta Inscriptions, Calcutta, 1974
7. Basak, R.G. History of North-Eastern India, Sambodhi Publication, Calcutta, 1967
8. Dandekar, R.N. The Age of the Guptas and Other Essays, Ajanta Publication, Delhi, 1982

Additional Readings:

1. मजूमदार, आर-सी- एवं अल्तेकर, ए-एस गुप्त-वाकाटकयुग, मोतीलाल बनारसीदास, दिल्ली, 1968
2. Goyal, S.R. A History of the Imperial Guptas, Kusumanjali, Book World, Jodhapur, 2005
3. Mookarji, R.K. The Gupta Empire, Moti Lal Banarsi Dass, Delhi, 1973
4. Majumdar, R.C. & Pusalkar, A.D. The History and Culture of the Indian People, Vol. III (The Classical Age), Bhartiya Vidya Bhavan, Bombay, 1984
5. Sircar, D.C. Select Inscriptions, University of Calcutta, Calcutta, 1965
6. Thakur, Upendra. The Hunas in India, Chaukhamba Sanskrit Series, Varanasi, 1967

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.3: Inscriptions of Post-Gupta Period

Course Objectives:

1. The objective of this course is to provide students with a detailed understanding of inscriptions from the Post-Gupta period, focusing on their historical, cultural, and regional significance.
2. It aims to familiarize students with key inscriptions from this era, which document political, religious, and social developments after the decline of the Gupta Empire.
3. The course will also explore the evolution of scripts and languages, as well as the role of these inscriptions in reconstructing the historical narrative of ancient India.
4. Students will learn to analyze and interpret these inscriptions as primary sources.

Learning Outcomes:

After the completion of the course, the students will:

1. Analyze key inscriptions from the Post-Gupta era to interpret political and social changes.
2. Examine the evolution of scripts and languages in Post-Gupta inscriptions.
3. Assess the role of Post-Gupta inscriptions in reconstructing the historical narrative of ancient India.
4. Evaluate the contribution of Post-Gupta inscriptions in understanding the transition from the Gupta Empire to later regional powers.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/Practice	
DSE 2.A.3	Inscriptions of Post-Gupta Period	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Historical Study of Post-Gupta Period and Its Importance.
- Rise of Regional Kingdoms and Cultural Revival

Unit II **Credit 1**

- Bhamodramahota Copper Plate Inscription of Dronasingh.
- Maliya Copper Plate Inscription of Dharsena II.
- Aleena Inscription of Shiladitya.
- Afsad Inscription of Adityasena.

Unit III **Credit 1**

- Devbarnark Inscription of Jeevitgupta.
- Barabar Cave Inscription of Anantvarma.
- Nagarjuni Cave Inscription of Anantvarma.
- Hadaha Inscription of Ishanvarma.

Unit IV **Credit 01**

- Banskheda Inscription of Harshvardhana.
- Nalanda Inscription of Yashovarmdeva.
- Bodhgaya Inscription of Mahanama.
- Ganjaam Copper Plate Inscription of Shashanka.

Essential/Recommended Readings/Texts:

1. Basak, R. G., (1962), *History of North Eastern India*, Calcutta: Sambodhi Publication.
2. सहाय, शिवस्वरूप, (1977), *भारतीय पुरालेखों का अध्ययन*, दिल्ली : मोतीलाल बनारसीदास।
3. श्रीवास्तव, के. सी., (1977), *प्राचीन भारत का इतिहास तथा संस्कृति*, इलाहाबाद : यूनाइटेड बुक डिपो।
4. राणा, एस.-एस., (1978), *भारतीय अभिलेख*, दिल्ली–वाराणसी : भारतीय विद्याप्रकाशन।
5. सैनी, रणजीतसिंह, (2000), *अभिलेखमञ्जूषा*, दिल्ली : न्यू भारतीय बुक कॉर्पोरेशन।
6. Goyal, S. R., (2006), *Har-a, A Multidisciplinary Political Study*, Jodhpur: Kusumanjali Book World.

Additional Readings:

1. Mookerji, R. K., (1926), *Harsha*, London: Oxford.
2. Majumdar, R. C. & Pusalkar, A. D., (1954), *The History and Culture of the People*, Vol. III (The Classical Age), Bombay: Bhartiya Vidya Bhavan.
3. Tripathi, R. S., (1964), *History of Kannauj*, Delhi: Moti Lal Banarsi Dass.
4. Srivastava, B. N., (1976), *Har-a and His Times*, Varanasi: Chaukhamba Sanskrit Series.
5. Pires, Edward, A., (1982), *The Maukharis*, Delhi: Ramanand Vidya Bhavan.
6. Sircar, D. C., (1983), *Select Inscriptions*, Vol. II (6th to 18th century A.D.), Delhi: Moti Lal Banarsi Dass.
7. राजपुरोहित, भगवतीलाल, (2007), *प्राचीन भारतीय अभिलेख*, दिल्ली : शिवालिक प्रकाशन।

DSE COURSES:

COMPUTATIONAL LINGUISTICS

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - I

DSE 1.A.1: Text Processing for Sanskrit Corpora

Course Objectives:

1. The course is designed to equip students with the theoretical knowledge and practical skills needed for processing Sanskrit corpora.
2. It introduces computational techniques and tools for analyzing, processing, and managing large-scale Sanskrit textual data, focusing on linguistic structures and digital applications.

Learning outcomes:

After the completion of the course, the students will:

1. Grasp the basics of natural language processing (NLP) with a focus on Sanskrit.
2. Learn techniques for text digitization, tokenization, and corpus creation in Sanskrit.
3. Acquire skills in parsing, morphological analysis, and syntactic tagging of Sanskrit texts.
4. Explore the challenges of processing Sanskrit texts and approaches to resolve them.
5. Gain experience with tools and frameworks used in Sanskrit computational linguistics.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.1	Text Processing for Sanskrit Corpora	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction to Text Processing and Corpora.
- Overview of Sanskrit Linguistics and Textual Structures.
- Corpus: Its Types.
- Understanding Digital Texts: Unicode for Devanagari Script.
- Introduction to Text Digitization and OCR for Sanskrit Texts.
- Introduction to Annotation for Sanskrit Texts: Current Annotation Schemes, Issues from Sanskrit Perspective.
- Building and Managing Sanskrit Corpora: Best Practices.

Unit II **Credit 1**

- Tokenization and Morphological Analysis.
- Concepts of Tokenization, Lemmatization, and Stemming in Sanskrit.
- Challenges in Sanskrit Morphology: Sandhi and Samāsa Processing.
- Tools for Morphological Analysis of Sanskrit Texts.
- Using Sanskrit Morphological Analyzers and Parsers.

Unit III **Credit 1**

- Syntactic and Semantic Processing.
- Syntax of Sanskrit: Understanding Karaka Theory and Paninian Grammar.
- Dependency Parsing for Sanskrit Sentences.
- Semantic Role Labelling and Word Sense Disambiguation in Sanskrit.
- Text Normalization and Named Entity Recognition (NER) in Sanskrit.

Unit IV **Credit 1**

- Project-Based Learning.
- Case Studies: Tokenizing and Morphologically Analyzing Sanskrit Texts.
- Case Studies: Annotating Sanskrit Texts with Syntactic and Semantic Features.
- Final Project: Annotated Sanskrit Corpus and Text Analysis.

Practical Details:

1. Basics of Algorithms for Sanskrit Text Digitization.
2. Practice of Sanskrit Text Tokenization.
3. Basics of Algorithms and Pseudo-algorithms for Sanskrit Sandhi.
4. Basics of Algorithms and Pseudo-algorithms for Searching Sanskrit Text.
5. Text Normalization and Named Entity Recognition (NER) in Sanskrit.

Essential/Recommended Readings/Texts:

1. Jurafsky, D., Martin, J. H., (2000), *Speech and Language Processing*, Upper Saddle River: Prentice Hall.
2. Bird, S., Klein, E., Loper, E., (2009), *Natural Language Processing with Python: Analyzing Text with the Natural Language Toolkit*, Sebastopol: O'Reilly Media Inc.
3. Huet, G., Kulkarni, A., Scharf, P., eds., (2009), *Sanskrit Computational Linguistics: First and Second International Symposia*, Berlin: Springer.
4. Kulkarni, A., Shukl, A., (2009), Annotating Sanskrit corpus: Adapting IL-POSTS, Proceedings of the 23rd Pacific Asia Conference on Language, Information and Computation, Bangkok: PACLIC, 155–164.
5. Pappu, A., Bhat, S., (2008), *Vaakkriti: Sanskrit tokenizer, Proceedings of the Third International Joint Conference on Natural Language Processing*, Hyderabad: IJCNLP.
6. Girish Nath Jha, ed., (2010), *Sanskrit Computational Linguistics: 4th International Symposium*, New Delhi: Springer Verlag.
7. Huet, G., Kulkarni, A., Scharf, P., eds., (2010), *Sanskrit Computational Linguistics: Third International Symposium*, Berlin: Springer.
8. Goyal, P., Huet, G., Kulkarni, A., Scharf, P., (2012), Developing digital Sanskrit corpora and tools, Berlin: Springer.
9. Kulkarni, A., Kumar, R., (2013), Design and analysis of a lean interface for Sanskrit corpus annotation, Journal of Language Modelling, Warsaw: IPIPAN, 1(2), 213–241.
10. Chandra, Subhash, Jha, Girish Nath, (2011), *Computer Processing of Sanskrit Nominal Inflections: Methods and Implementation*, Newcastle upon Tyne: Cambridge Scholars Publishing.

11. Chandra, Subhash, (2015), *Computational Linguistics for Sanskrit: A Practical Interdisciplinary Research*, Delhi: New Delhi Publishers.
12. Chandra, Subhash, (2016), *Knowledge Representation for Sanskrit Verb Argument Valence Authentication: An Ontological Approach*, Saarbrücken: Scholars' Press.
13. Krishna, A., Satuluri, P., Goyal, P., (2017), A dataset for Sanskrit word segmentation, Proceedings of the Joint SIGHUM Workshop, Vancouver: ACL, 105–114.
14. Huet, G., Lankri, I., (2018), Preliminary design of a Sanskrit corpus manager, Paris: Inria Paris Center.
15. Krishnan, S., Kulkarni, A., Huet, G., (2020), Validation and normalization of DCS corpus using Sanskrit Heritage tools to build a tagged gold corpus, Ithaca: arXiv.
16. Sandhan, J., Gupta, A., Terdalkar, H., Sandhan, T., Samanta, S., Behera, L., Goyal, P., (2022), A novel multi-task learning approach for context-sensitive compound type identification in Sanskrit, Ithaca: arXiv.
17. Sandhan, J., Agarwal, A., Behera, L., Sandhan, T., Goyal, P., (2023), SanskritShala: A neural Sanskrit NLP toolkit with web-based interface for pedagogical and annotation purposes, Ithaca: arXiv.
18. Sandhan, J., (2023), Linguistically-informed neural architectures for lexical, syntactic and semantic tasks in Sanskrit, Ithaca: arXiv.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.2: Basics of Web Development for Sanskrit Tools

Course Objectives:

1. To provide Postgraduate students with fundamental knowledge and practical skills in web development, tailored specifically for Sanskrit applications.
2. To integrates modern web technologies with the requirements of digital Sanskrit content creation and dissemination, focusing on designing, developing, and deploying web solutions for Sanskrit scholars, educators, and enthusiasts.

Learning outcomes:

After the completion of the course, the students will:

1. Understand the basic structure and functionality of web technologies.
2. Develop web pages using HTML, CSS, and JavaScript with a focus on Sanskrit content.
3. Gain proficiency in working with Unicode for Devanagari and other Indic scripts.
4. Learn to integrate Sanskrit text, multimedia, and transliteration tools into websites.
5. Acquire knowledge of web hosting, version control, and basic troubleshooting.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.2	Text Processing for Sanskrit Corpora	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction to Web Development.
- Basics of the Internet and Web Technologies.
- Client-Server Architecture: How Websites Work.
- Introduction to HTML5:
  - Creating Basic Web Pages.
  - Tags for Formatting, Lists, Tables, Images, and Links.
- Introduction to CSS3:
  - Types of CSS.
  - Styling Text and Elements.
  - Creating Responsive Designs for Sanskrit Web Pages.

Unit II **Credit 1**

- JavaScript and Interactive Elements.
- Basics of JavaScript:
  - Variables, Functions, and Events.
- Adding Interactivity:
  - Pop-ups, Form Validations, and Dropdowns.
  - Embedding Sanskrit Fonts and Unicode Integration.

    - Dynamic Features for Sanskrit Websites: Transliteration Tools and Sanskrit Text Rendering.

Unit III **Credit 1**

- Advanced Concepts and Tools.
- Introduction to Frameworks:
    - Bootstrap Basics for Designing Sanskrit Websites.
    - Introduction to Content Management Systems (CMS)
- Basics of Hosting and Deployment:
    - Setting Up a Website on Free Hosting Platforms.
    - Working with FTP and Version Control.
    - Ethical Considerations: Copyright and Open-Source Resources for Sanskrit.

Unit IV **Credit 1**

- Project-Based Learning.
- Creating a Basic Sanskrit Website:
    - Developing a Static Website with Sanskrit Texts, Images, and Multimedia.
    - Integration of Sanskrit-based Tools (Transliteration, Referencing, etc.)
- Final Project: A Sanskrit Web Portal with Interactive Features.

Practical Tutorial Activities:

1. Working with Sanskrit Text Data.
2. Build simple web page using HTML & CSS.
3. Write scripts for interactive features using JavaScript.

Essential/Recommended Readings/Texts:

1. Jurafsky, D., Martin, J. H., (2000), *Speech and Language Processing*, Upper Saddle River: Prentice Hall.
2. Duckett, J., (2011), *HTML and CSS: Design and Build Websites*, Hoboken: Wiley.
3. Bird, S., Klein, E., Loper, E., (2009), *Natural Language Processing with Python: Analyzing Text with the Natural Language Toolkit*, Sebastopol: O'Reilly Media Inc. https://www.nltk.org/book/
4. Campbell, J., (2017), *Web Design: Introductory*, Boston: Cengage Learning.
5. Chandra, Subhash, (2017), *मशीनी अनुवाद (Machine Translation), यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित*, New Delhi: Vidyanidhi Prakashana.
6. Northwood, C., (2018), *The Full Stack Developer: Your Essential Guide to the Everyday Skills Expected of a Modern Full Stack Web Developer*, Berkeley: Apress.
7. Flanagan, D., (2020), *JavaScript: The Definitive Guide*, 7th ed., Sebastopol: O'Reilly Media.

Web & Online Learning Resources:

1. MDN Web Docs, How the Web Works, Online: Mozilla. https://developer.mozilla.org/en-US/docs/Learn/Getting_started_with_the_web/How_the_Web_works

2. MDN Web Docs, Client-side Web APIs, Online: Mozilla. https://developer.mozilla.org/en-US/docs/Learn/JavaScript/Client-side_web_APIs
3. MDN Web Docs, Publishing Your Website, Online: Mozilla. https://developer.mozilla.org/en-US/docs/Learn/Getting_started_with_the_web/Publishing_your_website
4. MDN Web Docs, Learn Web Development, Online: Mozilla. https://developer.mozilla.org/en-US/docs/Learn
5. W3Schools, Bootstrap Tutorial, Online: W3Schools. https://www.w3schools.com/bootstrap/
6. W3Schools, HTML Tutorial, Online: W3Schools. https://www.w3schools.com/html/
7. W3Schools, CSS Tutorial, Online: W3Schools. https://www.w3schools.com/css/
8. W3Schools, JavaScript Tutorial, Online: W3Schools. https://www.w3schools.com/js/
9. W3Schools, Web Development Tutorial, Online: W3Schools. https://www.w3schools.com/whatis/
10. Codecademy, Web Development Courses, Online: Codecademy. https://www.codecademy.com/catalog/subject/web-development
11. freeCodeCamp, Learn to Code — for Free, Online: freeCodeCamp. https://www.freecodecamp.org/
12. GeeksforGeeks, Web Development Tutorials, Online: GeeksforGeeks. https://www.geeksforgeeks.org/web-development/
13. TutorialsPoint, Web Development Tutorial, Online: TutorialsPoint. https://www.tutorialspoint.com/web_development_tutorials.htm
14. web.dev, Learn Web Development, Online: Google. https://web.dev/learn/

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 1.A.3: Introduction to Python Programming for Sanskrit-1

Course Objectives:

1. To build basic programs using fundamental programming constructs like variables, conditional logic, looping, and functions.
2. Work with user input to create fun and interactive programs.
3. Create simple games with images, animations, and audio using our custom beginner-friendly programming library, Wizardlib.

Learning outcomes:

After the completion of the course, the students will:

1. Students can learn to construct basic programs using fundamental programming concepts like variables, conditional logic, looping, and functions.
2. Students can learn to create interactive programs for Sanskrit that work with user input, Students can learn to automate tasks using Python for processing of Sanskrit texts and develop the various teaching and learning tools for Sanskrit.
3. Students can learn to work with large datasets easily.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 1.A.3	Introduction to Python Programming for Sanskrit-1	04	0	0	04

Details of Course:

Unit I **Credit 1**

- Introduction of Python.
- Introduction to Python.
- Why to Learn Python?
- Installation and Python - Environment Setup.
- Python – Overview.
- Applications of Python.
- Features of Python.
- Python Syntax.
- Python Identifiers.
- Python Reserved Words.
- Python Lines and Indentation.
- Python Multi-Line Statements.
- Quotations in Python.
- Comments in Python.
- Multiple Statements on a Single Line.

Unit II **Credit 1**

- Python Variables.
- Creating Python Variables.
- Printing Python Variables.
- Deleting Python Variables.
- Getting Type of a Variable.
- Casting Python Variables.
- Case-Sensitivity of Python Variables.
- Python Variables - Multiple Assignment.
- Python Variables - Naming Convention.
- Python Local Variables.
- Python Global Variables.
- Python Data Types.
- Numeric Data Types: int, float, complex.
- String Data Types.
- Sequence Data Types: list, tuple, range.
- Binary Data Types: bytes, bytearray, memoryview.
- Dictionary Data Type.
- Set Data Type: set, frozenset.
- Boolean Data Type.
- None Type.

Unit III **Credit 1**

- Python In-build-function.
- Python int() Function.
- Python float() Function.
- Python str() Function.
- Python Conversion of Sequence Types.
- Data Type Conversion Functions.
- Python File handling.

Unit IV **Credit 1**

- Python - Unicode System.
- What is Unicode System.
- Character Encoding.
- Python's Unicode Support.
- Encoding for Sanskrit and other Indian languages.
- Python – Literals.
- What are Python Literals.
- Different Types of Python Literals.
- Integer Literal.
- Float Literal.

- Complex Literal.
- String Literal.
- List Literal.
- Tuple Literal.
- Dictionary Literal.

Practical Components:

1. Development of a Python-based Program for Sanskrit Texts.

Essential/Recommended Readings/Texts:

1. Van Rossum, Guido, Drake Jr., Fred L., (1995), *Python Tutorial*, Vol. 620, Amsterdam: Centrum voor Wiskunde en Informatica.
2. Van Rossum, Guido, (2003), *An Introduction to Python*, Edited by Fred L. Drake, Bristol: Network Theory Ltd.
3. Matthes, Eric, (2023), *Python Crash Course: A Hands-On, Project-Based Introduction to Programming*, San Francisco: No Starch Press.
4. Khan, Aamer Y., (2024), *Python Programming Language with Python Project*, Online: Code Academy.
5. S. Bird, E. Klein, and E. Loper, Natural Language Processing with Python, https://www.nltk.org/book/
6. https://www.tutorialspoint.com/python
7. https://www.w3schools.com/python/
8. https://docs.python.org/3/tutorial/index.html
9. https://www.geeksforgeeks.org/python-programming-language-tutorial/
10. https://www.javatpoint.com/python-tutorial

Difficulty Level 600-699

Credits - 4
Hours - 60

SEMESTER - II

DSE 2.A.1: Phonetics and Speech Technology Research

Course Objectives:

1. To provide a comprehensive understanding of the scientific study of speech sounds and their practical applications in modern technology.
2. Students will learn about the production, transmission, and perception of speech sounds, with a focus on articulatory, acoustic, and auditory phonetics.
3. The course emphasizes the integration of phonetic principles into speech recognition, synthesis, and processing technologies.
4. It also explores speech disorders, language acquisition, and multilingual speech systems.

Learning outcomes:

After the completion of the course, the students will:

1. Acquire comprehensive understanding of Sanskrit phonetics as a foundation for speech sound analysis.
2. Explore the theoretical and practical aspects of speech processing.
3. Gain useful insights to analyze, synthesize, and process speech signals.
4. Have hands-on experience of cutting-edge speech technologies in Indian languages.
5. Be able to contribute to the development of speech technology systems in Indian languages.
6. By the end of the course, students will develop skills to analyze speech patterns, apply phonetic knowledge to develop speech technologies, and address challenges in human-computer interaction.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.1	Phonetics and Speech Technology Research	04	0	0	04

Details of Course:

Unit I Basics of Sanskrit Phonetics and Human Speech Production. Credit 1

- Process of Speech Production in human beings.
- Places and Manner of Articulation of Speech sounds.
- Comparative Phonetics in Indo-European languages.
- Articulatory and Acoustic Sanskrit Phonetics.
- Division of Speech Sounds and Phonetic Variations in Sanskrit language.
- Sanskrit Phonetics and
- Speech Processing.

Unit II Fundamentals of Digital Speech Processing. Credit 1

- Basics of Speech Signal.
- Digitization of Speech.
- Speech Features and Representations.
- Speech Segmentation and Phoneme Recognition.
- Speech Signal Processing Techniques.

Unit III Applications of Digital Speech Processing. Credit 1

- Text-to-Speech Synthesis.
- Automatic Speech Recognition.
- Automatic Speaker Recognition.
- Speech Based Translation systems: Speech-to-Text, Text-to-Speech, Speech-to-Speech.
- Video Subtitles/Captions.

Unit IV Speech Technologies in Indian Languages. Credit 1

- Speech Technology in Indian Context: Linguistic Diversity, Data Scarcity, Regional Accents and Dialects, Code-Switching, etc.
- Key contributors in developing Speech Technologies: Academia and Industry.
- Survey of Major Applications of Speech Technology in Indian Languages.
- Future Trends and Innovations in Speech Technology.

Practical:

1. Speech Corpora Creation.
2. Speech Segmentation Task.
3. TTS survey.
4. ASR Survey.

Essential/Recommended Readings/Texts:

1. Ghosh, M., (1938), *Paniniya Shiksha (or the Siksha-Vedanga ascribed to Pāṇini): Critically edited in all its five recensions with an introduction, translation & notes together with its two commentaries*, Calcutta: University of Calcutta Press.
2. Allen, W. Sidney, (1973), *Phonetics in Ancient India*, Oxford: Oxford University Press.
3. Deshpande, Madhav M., (1993), *Sanskrit and Prakrit: Sociolinguistic Issues*, Delhi: Motilal Banarsidass.
4. Cardona, George, (1997), *Panini: His Work and Its Traditions*, Delhi: Motilal Banarsidass.
5. Bhat, D. N. S., (1999), *Indian Linguistic Studies*, Delhi: Motilal Banarsidass.
6. O'Shaughnessy, Douglas, (2000), *Speech Communications: Human and Machine* (2nd ed.), Hyderabad: Universities Press.
7. Catford, J. C., (2001), *A Practical Introduction to Phonetics* (2nd ed.), Oxford: Oxford University Press.
8. Huang, Xuedong, Acero, Alex, Hon, Hsiao-Wuen, (2001), *Spoken Language Processing*, New Jersey: Prentice Hall.

9. Quatieri, Thomas F., (2002), *Discrete-Time Speech Signal Processing: Principles and Practice*, New Jersey: Prentice Hall.
10. Clark, John, Yallop, Colin, Fletcher, Janet, (2007), *An Introduction to Phonetics and Phonology* (3rd ed.), Oxford: Wiley-Blackwell.
11. Taylor, Paul, (2009), *Text-to-Speech Synthesis*, Cambridge: Cambridge University Press.
12. Rabiner, Lawrence, Schafer, Ronald W., (2011), *Theory and Applications of Digital Speech Processing*, New Jersey: Pearson.
13. Sinha, R., (2013), *Language Technology for Indian Languages*, Berlin: Springer.
14. Ladefoged, Peter, Johnson, Keith, (2014), *A Course in Phonetics* (7th ed.), Boston: Cengage Learning.
15. Mehto, D., (Ed.), (2015), *Pāṇinīya-Śikṣā: Vistrit Śodhpūrṇa Hindi Vyākhyā*, Delhi: Motilal Banarsidass.
16. Kumar, A., Natarajan, V., (2015), *Speech Technology for Indian Languages*, Berlin: Springer.
17. Subhash Chandra, (2017), *मशीनी अनुवाद (Machine Translation) यूजीसी सीबीसीएस स्कीम के तहत बीए (संस्कृत) के एईईसी (AEEC)-3 के पाठ्यक्रम पर आधारित*, New Delhi: Vidya Nidhi Prakashana.
18. Śāstrī, B. S., (2017), *Laghu Siddhānta Kaumudī – Bhaimi Vyākhyā* (6 vols.), Delhi: Bhaimi Prākāśan.
19. Subhash Chandra, (2021), *भाषासंगणन (Language Computing)*, New Delhi: Upasana Publications.
20. Jurafsky, Daniel, Martin, James H., (2023), *Speech and Language Processing* (3rd ed. draft), New Jersey: Prentice Hall.

Difficulty Level 600-699

Credits - 4
Hours - 60

DSE 2.A.2: Information Retrieval and Concept Mining in Sanskrit

Course Objectives:

1. To understand the structure and semantics of Sanskrit for computational use.
2. To learn basic search and indexing techniques for Sanskrit texts.
3. To apply NLP tools to Sanskrit language processing.
4. To explore concept mining methods in Sanskrit literature.
5. To use digital tools for Sanskrit text analysis and research.

Learning outcomes:

After the completion of the course, the students will:

1. Understand the basic principles of search engines and information retrieval systems.
2. Learn programming techniques for indexing and querying Sanskrit texts.
3. Address common linguistic challenges in Sanskrit, such as sandhi and compound words.
4. Gain hands-on experience in creating a basic Sanskrit search engine.
5. Understand the importance of Unicode, transliteration, and text normalization for Sanskrit processing.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.2	Information Retrieval and Concept Mining in Sanskrit	04	0	0	04

Details of Course:

Unit I Introduction to Information Retrieval. Credit 1

- Basics of Information Retrieval (IR): Concepts and Applications.
- Overview of Sanskrit Text Characteristics, Unicode and Devanagari Script.
- Introduction to Digital Sanskrit Corpora: Tools and Techniques.
- Basics of online Indexing and concept mining.

Unit II Python Programming for Sanskrit Text Processing. Credit 1

- Tokenization and Simple Search Queries for Sanskrit Texts using Python.
- Basic String Manipulation for Sanskrit using Python.
- Python for Sanskrit Text Processing.
- Hands-On Practice: Writing Simple Code for Query Matching in Sanskrit.

Unit III Building a Simple Search Engine. Credit 1

- Basics of Search Engine Architecture: Indexing and Querying.
- Implementing a Simple Indexer for Sanskrit Texts.
- Adding Filters for Transliteration Support in Search Queries.
- Introduction to Ranking and Relevance (Simple Algorithms)

- Hands-On Practice: Creating a Search Tool for a Small Sanskrit Corpus.

Unit IV Project Work. **Credit 1**

- Group Project: Developing a Simple Sanskrit Search Engine.
- Indexing a Selected Sanskrit Text.
- Testing and Debugging the Search Engine.

Practical Details:

1. Sanskrit Text Digitization.
2. Text Processing using Python.
3. Survey of Related Tools.
4. Development of Online Indexing.

Essential/Recommended Readings/Texts:

1. Christopher D. Manning, Prabhakar Raghavan and Hinrich Schütze, (2008), *Introduction to Information Retrieval*, Cambridge: University Press. URL: https://nlp.stanford.edu/IR-book/information-retrieval-book.html
2. Manning, Christopher D., Raghavan, Prabhakar, Schütze, Hinrich, (2008), *Introduction to Information Retrieval*, Cambridge: Cambridge University Press.
3. Subhash Chandra, (2017), *मशीनी अनुवाद (Machine Translation)*, New Delhi: Vidya Nidhi Prakashana.
4. Subhash Chandra, (2021), *भाषासंगणन (Language Computing)*, New Delhi: Upasana Publications.

Difficulty Level 600-699

Credits - 4 Hours - 60

DSE 2.A.3: Computational Modeling of Pāṇini's Aṣṭādhyāyī

Course Objectives:

1. Understand the computational approach to Pāṇini's Aṣṭādhyāyī.
2. Explain the logical structure of the Pāṇinian grammatical system.
3. Apply formal and mathematical models to Sanskrit grammar.
4. Use computational methods to test grammatical hypotheses.
5. Represent Pāṇinian grammar in a formal, non-verbal framework.

Learning outcomes:

1. Understand the structure of Pāṇini's Aṣṭādhyāyī.
2. Identify its computational nature.
3. Learn basic techniques for computing the Aṣṭādhyāyī.
4. Apply rules to derive Sanskrit forms.
5. Appreciate Pāṇini's relevance to modern computation.

Credit Framework:

Course Code	Course Title	Credit Distribution of the Course			Credits
		Lecture	Tutorial	Practical/ Practice	
DSE 2.A.3	Computational Modeling of Pāṇini's Aṣṭādhyāyī	04	0	0	04

Details of Course:

Unit I Structure of Pāṇinīan Aṣṭādhyāyī. **Credit 1**

- Phonetic Component.
- Phonemes - 14 (Śivasūtra: Pratyāhāra (Ādirantyena Sahetā)
- Rule-database (Rule database)
- Dataset/Lists: Dhātupāṭha, Gaṇapāṭha.
- Lists: Suffixes.

Unit II System of Pāṇini. **Credit 1**

- Types of Sutras.
- Core Concept of Aṣṭādhyāyī.

Unit III How to Compute Pāṇinian Rules. **Credit 1**

- Understanding the rules.
- Analyzing the rules.
- Listing external resources or related rules.
- Developing computational rules.
- Selecting programming language

Unit IV Survey of Tools Developed on Sanskrit Grammar. **Credit 1**

Practical Activities:

1. Pratyāhāra Generator.
2. Dhātupāṭha Database Creation.
3. Ashtadhyayi Modlling.

Essential/Recommended Readings/Texts:

1. Manning, Christopher D., Schütze, Hinrich, (1999). *Foundations of Statistical Natural Language Processing*. Cambridge, MA: MIT Press.
2. Bird, Steven, Klein, Ewan, Loper, Edward, (2009). *Natural Language Processing with Python*. Sebastopol, CA: O'Reilly Media.
3. Russell, Stuart, Norvig, Peter, (2021). *Artificial Intelligence: A Modern Approach* (4th ed.). London: Pearson.
4. Jurafsky, Daniel, Martin, James H., (2023). *Speech and Language Processing* (3rd ed. draft).

Digital / Online Resources:

1. INRIA, *Sanskrit Heritage Reader*. https://sanskrit.inria.fr
2. University of Cologne, *Digital Corpus of Sanskrit*. https://www.sanskrit-corpus.uni-koeln.de
3. IIT Bombay (CFILT), *Sanskrit WordNet*. https://www.cfilt.iitb.ac.in/wordnet/webswn/wn.php
4. Göttingen State and University Library, *GRETIL: Göttingen Register of Electronic Texts*. https://gretil.sub.uni-goettingen.de
5. Government of India, *TDIL: Technology Development for Indian Languages*. https://tdil-dc.in
6. Hugging Face, *Machine Learning & NLP Model Repository*. https://huggingface.co